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The activities presented in this book, designed to help children translate their thoughts into spoken and written words, can supplement an elementary teacher's own language arts lessons. Objectives for each activity are listed, with the general focus of the many oral activities being to develop a rich verbal background for future written work. The book is organized into three parts: "Self-Expression," "Word Fun," and "Meet the Authors." The first part includes 16 activities involving listening, talking, and writing skills to help children interpret their feelings about life and the changes in the world around them; references are made to well-known children's books and poems. The 14 activities in part two emphasize the importance of language in conversation, encourage students to increase their vocabularies, and help them to develop an awareness of unusual and descriptive words. Part three (11 lessons) introduces children to some well-known authors through discussing the origins of stories, various versions of the same story, and anecdotes about authors. Authors discussed are Felix Salten, Dr. Seuss, Hans Christian Andersen, Edward Lear, The Brothers Grimm, M. Sasek, Margaret Wise Brown, Beatrix Potter, Joan Walsh Auglund, and Doris Van Liew Foster. (LH)

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FROM THOUGHTS TO WORDS

by
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Richfield, Minnesota

Illustrated by
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Boston University

A Publication of the
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OF TEACHERS OF ENGLISH

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FROM
THOUGHTS
TO
WORDS

a book of enrichment activities
written for elementary teachers
to use with children in the language arts

Imagination is more important than knowledge for knowledge is limited whereas imagination embraces the whole world.

—EINSTEIN

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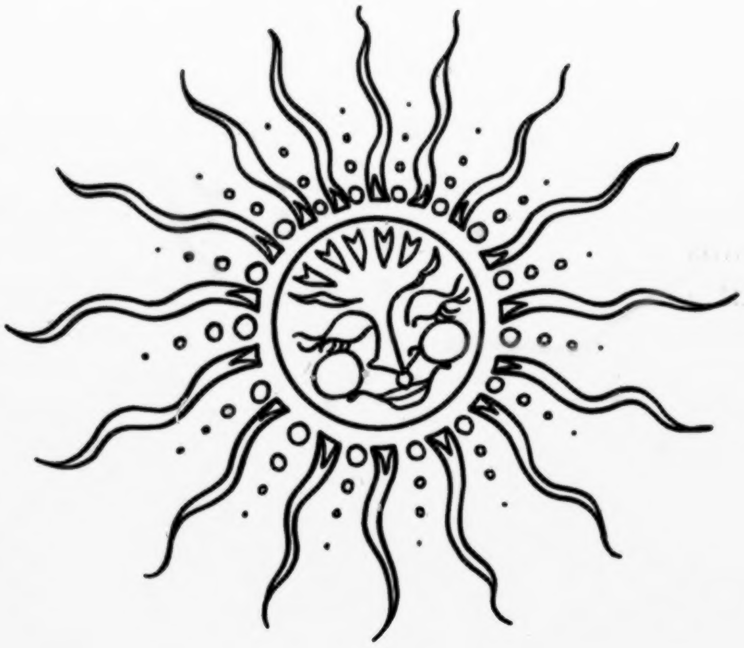

To Elnore who knows that words are special,
To Dorothy L. who likes the things that children say,
and To Jan and Ginny for oh, so many reasons.

This book contains
activities about

- poems
- games
- quizzes
- authors
- stories
- listening
- sharing time
- illustrators
- picture words
- bulletin boards
- starting the year
- holidays and special days
- oral and written expression.

MAUREE APPLEGATE CLACK

Dear Marlene Glaus:

This is the book I knew you would eventually write as I watched you teach that second grade class on that long-ago day.

For it was plain to see that you were an adventurer and an explorer in the field of the language arts, the green stretches of which are only beginning to be explored by teachers of young children.

If that fertile valley is ever to "blossom like the rose" for all boys and girls (not just a talented few), it is you primary teachers who must have the vision to cultivate the interest which nature has already sown wild within them.

Keep on being an explorer and a discoverer.

Warmly,

Maure Applegate

Maure Applegate

PREFACE

This book is written for teachers who are interested in helping children interpret their individual thoughts into spoken and into written words. The three parts of the book titled "Self-Expression," "Word Fun," and "Meet the Authors" are written to help the teacher supplement her own lessons in the language arts. They are meant to relate the common interests of childhood to the beauty of the world in which children live.

The young child's listening and speaking vocabularies highly exceed his writing vocabulary. *From Thoughts to Words* acknowledges this, and much of the book makes suggestions for the use of word activities with children through the means of oral expression. The author feels that if a considerable amount of group discussion and listening can be shared in the early grades, an enriching background will prepare the student for future written work. Good imaginative writing can be compared to the building of a modern skyscraper —the foundation must be carefully planned and constructed before the lights can shine through the multitude of windows.

These language arts activities have been successfully used in many elementary grade classrooms by teachers in the Richfield Public

Schools, which is a home centered community in a large suburb bordering Minneapolis, Minnesota. They are meant to help the teacher supplement her own plans in guiding students to feel free about expressing themselves through experiences from their daily living. The objective of each activity is written directly below its title and should be selected for use as suited to individual groups of children.

The author wishes to give special thanks to the following people in the Richfield, Minnesota, Public Schools who have helped her most with her experiences and work with children: Elnore Hendrickson—Remedial Reading Teacher at the Centennial and Lincoln Hills Elementary Schools, Kenneth Skov—Principal of the Centennial Elementary School, Peter G. Heinrich—Director of Elementary Education, Harry E. Rumpel—former Superintendent of Schools, and Madge Paro—former Director of Elementary Education.

Others who have been of much help and inspiration are Kathryn Dunlay—Second Grade Supervisor at the Phelps-Howell Laboratory School on the campus of the Winona State College, Winona, Minnesota; Mauree Applegate—Associate Professor of Education, Wisconsin State University, La Crosse, Wisconsin; and David Ratner—Assistant Professor of Art, Boston University.

She would also like to acknowledge the assistance given to her by Random House for supplying information concerning Dr. Seuss and to Anne Blackwell Payne for granting permission to use the poem titled "Friends." The author is grateful to Mrs. Ilo Orleans for permission to use two of her late husband's poems titled "Groups of Things" and "Homes."

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Artists and Writers Press, Inc., for the use of the poem, "First Things First" by Leland B. Jacobs from *Happiness Hill* (New York: Artists and Writers Press, Inc., 1960).

Beginner Books, a Division of Random House, Inc., for information about Dr. Seuss (Theodor Seuss Geisel).

Friede K. Orleans for the use of the poems by Ilo Orleans—"Groups of Things" from *The Instructor* (September 1958) and "Homes" from *Zoo That Grew* (New York: Henry Z. Walck, 1960). Copyright by Friede K. Orleans.

Anne Blackwell Payne for permission to use her poem "Friends."

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SELF-EXPRESSION

— *part one* —

The first part of this book includes a variety of lessons concerning listening, talking, and writing skills which are meant to guide teachers in helping children interpret their feelings about life and its changes in the world around them.

These language arts activities are guides to self-expression with some mention made of the well-known books and poems often chosen by children themselves, books and poems causing a wonder, an excitement, and an appreciation of original observations.

Both poet and child make observations about life in quite the same way. They are constant discoverers of half-hidden and often overlooked things — some small . . . some very small. Their imaginations are full and ready to communicate to people who will listen to them about their secret findings, in talks which stem from a readiness and a desire to want to share words freely with one another.

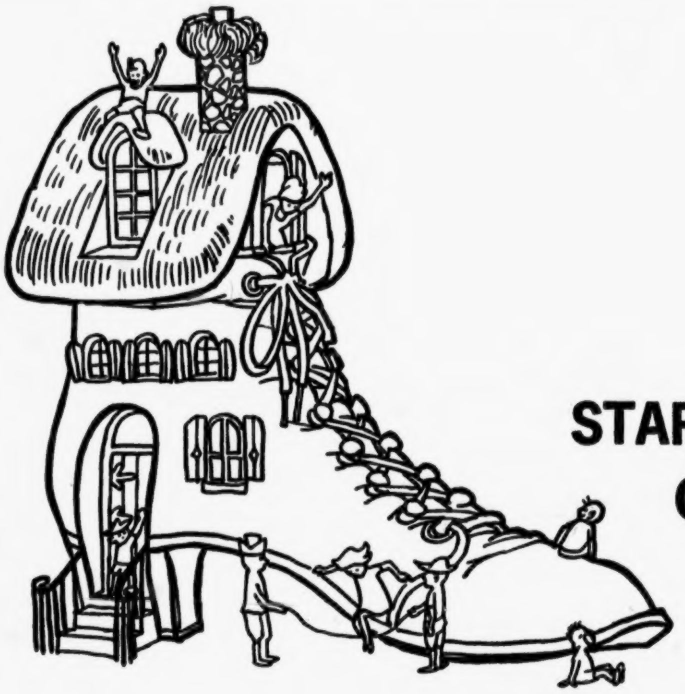
SELF-EXPRESSION

— part one —

Lessons

1. STARTING THE YEAR ON A RHYME
   (A Suggestion for Room Organization)
2. MORE OF IT
   (Making Comparisons)
3. ORAL INTERPRETATION
   (Listening to One Another Is Important)
4. THE SEQUENCE OF THINGS
   (Poetry Appreciation)
5. SEEING PICTURES FROM WORDS
   (Putting Thoughts into Words)
6. THE FEELING OF CHRISTMAS
   (Guiding Sensory Imagery)
7. CHRISTMAS QUESTIONING
   (Inspiring Young Writers)
8. ADDING WORDS — RECEIVING THOUGHTS
   (Choosing Words That Belong Together
9. WORD-HAND-ME-DOWNS
   (Gaining Knowledge of Old Expressions)

10. TALKING ABOUT THE CIRCUS
(Differentiating between Observation and Imagination)
11. RIDDLES FOR SPRINGTIME
(Naming Things with Like Appearances)
12. CHILD SPEAKERS AND TEACHER SECRETARIES
(Putting Thoughts on a Bulletin Board)
13. MAKING THINGS SEEM ALIVE
(For Writing and for Talking)
14. REMINDING ONE OF THIS AND THAT
(Expressing Common Experiences)
15. OBSERVING CLOSELY
(Taking Notes and Reporting Back)
16. PICTURE-AROUND-THOUGHTS
(Correlating Art with Literature)



1

STARTING THE YEAR ON A RHYME

—A Suggestion for Room Organization—

"She had so many children
She didn't know what to do."

Families have been living together everywhere for years . . . wrens in mailboxes . . . pigs in pens . . . cubs in caves. People have even been known to live together in shops and shoes. The poem, "The Old Woman Who Lived in the Shoe," has been retold so many times that she and her family almost seem like believable beings.

The old woman must have known her group well and must have been much like a teacher to know which of her children were dependable and which needed watching. Indeed she must have needed a great deal of organization within her family. With all the work caused by a family, one guesses that each child should have had some job to do. Think of them all: tables to be set, lamps to be lit, gardens to be tended, beds to be made. Many times the poor old woman "didn't know what to do" because her children didn't help with all of the work that needed to be done.

In comparing ourselves to the old woman in that tale and our new class to the children who lived with her, we start the year with "The Old Woman Who Lived in a Shoe" and let the rhyme state our need for help. In comparison, the children solve many problems for us right away. They say:

1. "We won't eat bread and broth here. We will be having hot lunch instead."
2. "We won't have to play on the clothes bars because we have swings and seesaws."
3. "We can't run here and there and everywhere like all those children did in the shoe house."

When the children see the need for classroom organization, we are on our way to what can be a new and happy adventure together. A large paper shoe is mounted on the classroom bulletin board. The children draw themselves and pin their portraits in the yard around the shoe. Class leaders are chosen, and they enjoy leaving the yard to be placed in a shoe window where they can overlook the entire group. In this way they can be easily recognized by the whole class as leaders of the week. As the children help us plan our classroom for happy daily living, we are like families learning together as opposed to that poor old woman who "didn't know what to do."

2

MORE OF IT

—*Making Comparisons*—

An important vocabulary concept for children to learn is the accurate use of comparisons of things around them. For example, a hotel is much like a house except there's *more of it,* and the comparison is quite the same between a bus and a car . . . a freeway and a trail . . . a park and a yard.

A few teacher spoken examples such as the following could spark a whole class to create comparisons of their own. (The words *more of it* seem to put on a little extra topping for a better thought.)

1. "A mountain is like a hill except there's *more of it.*"
2. "A shark is like a minnow except there's *more of it.*"
3. "An ocean is like a puddle except there's *more of it.*"
4. "A waste paper basket is like a thimble except there's *more of it.*"
5. "A straw pile is like some ladies' hairdos except there's *more of it.*"

These comparisons could be thought, spoken, written, or drawn on paper by young illustrators.

An autumn day is much like a color box except there's *more of it,* and this poem helps to explain why:

AUTUMN DAY

A tree is red with apples,
The park is brown with leaves:
A yard is dressed in acorns,
The hive is sweet with bees.

A field has standing corn shocks,
The fruit has cheeks of gold;
The day has brought the Autumn,
Jack Frost has brought the cold.

M. G.

3

ORAL EXPRESSION

—*Listening to One Another Is Important*—

Much encouragement and stress will be given in this part of the book in the area of oral expression for children in the primary grades. Boys and girls can do much to increase their vocabulary when they listen often to one another talk about subjects of natural interest. The teacher, too, can learn to know her students' needs when she can listen and join in the lessons with understanding words.

A child can hardly receive higher praise in the first grades than when his teacher or another child says, "I like the way Jeff said that," or "Will you say that over again?" Or perhaps he might find a saying that he himself created during conversation time written down and then mounted in the classroom by the teacher.

This is not intended to suggest that writing should be minimized, but it indicates that oral expression is an excellent way to help ideas bloom at first. These oral skills help children understand the meaning of descriptive work, expand vocabulary growth, and allow children to feel free in expressing themselves with their friends and teacher in many situations. It can be easily understood that if a child cannot present these factors in his speech, he usually will not be able to write them. After all, writing is basically a person's thoughts written out on paper.

Oral expression provides opportunities for each of us to give and take many word orders when we are at school. A teacher may receive a word order like, "Miss Day, will you please get this knot out of my shoe lace?" She may in turn give a word order like, "Steve, would you please take this note to Mr. S. in the principal's office?"

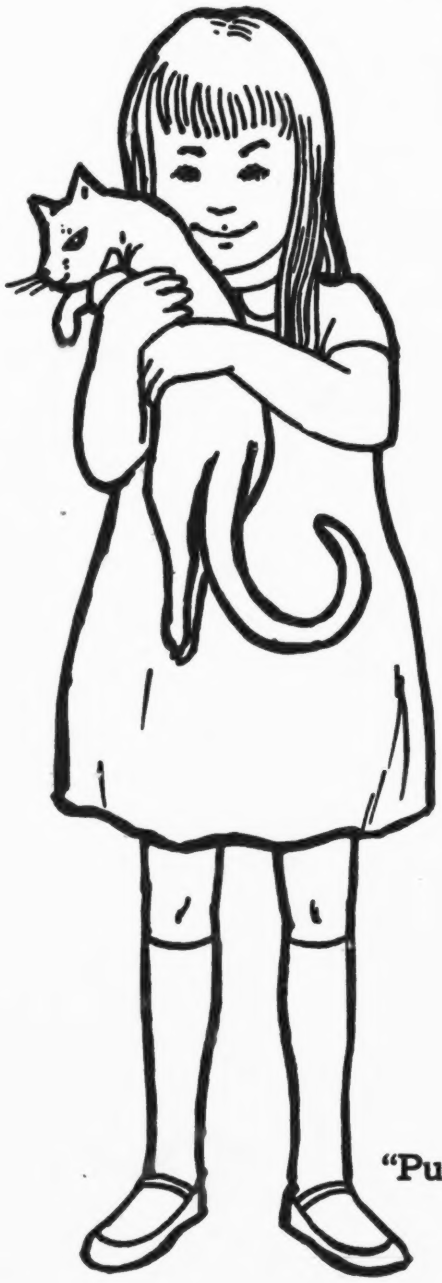
For an oral expression experience, ask children to express themselves through word orders. These are some ideas for such talks:

—examples—

1. What are some word orders your mother gives your father?
2. What are some word orders you give your parents sometimes?
3. If you have a brother or sister, what word orders do you give them?
4. What are some word orders you'd like to give somebody when you grow up?

These are some examples of general word orders taken from a class of seven- and eight-year-olds:

1. "I'd like to give the word order, PURR LOUDER FOR ME, to my white kitten." (Janet)
2. "I'd like to give the word order, BAKE IT FAST, to my Mother's oven." (Wendell)
3. "I'd like to give the word order, STAY IN MY HAIR AND DON'T FALL OUT, to my bobby pin." (Susan)



"Purr louder for me!"

4

THE SEQUENCE OF THINGS

—Poetry Appreciation—

Everything had a beginning . . . the world and sea . . . each toy and tree. It must have given one quite a nice feeling to have been the first person ever to sail in a boat or ride a bicycle or have been the one to have walked under the first homemade umbrella. Leland B. Jacobs' poem titled "First Things First" explains the very beginning of dogs and frogs and other everyday common things.

FIRST THINGS FIRST

A comes first, then B and C,
One comes first then two and three,
First things first.

Puppy first and then the dog,
Tadpole first and then the frog,
First things first.

First the seed, and then the tree,
That's the way it had to be,
First things first.[1]

---

[1] Leland B. Jacobs, "First Things First," *Happiness Hill* (New York: Artists and Writers Press, Inc., 1960).

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Children enjoy hearing poetry; likewise they enjoy doing things with it. In making "First Things First" come more to life, ask the children to name things which they think could come before other things. The following are some responses primary grade children have given to things that come before others.

"First the egg and then the chick."

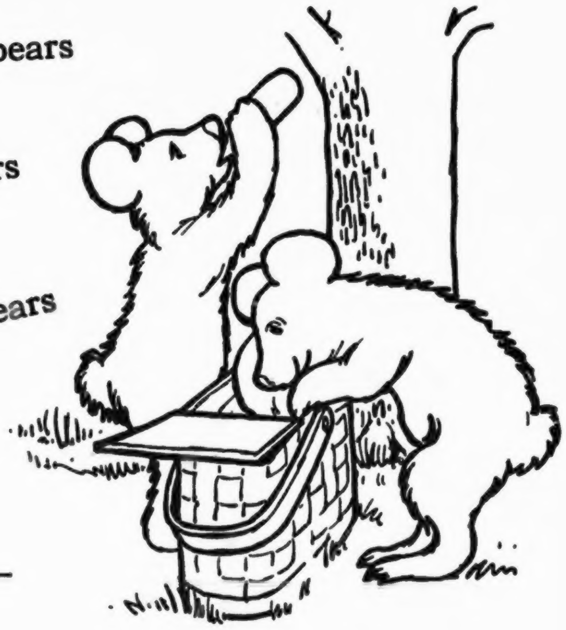
1. "First a smile and then a friend." (Dawn)
2. "First an egg and then the chick." (Susan)
3. "First the hammer and then the ouch!" (Wendell)
4. "First the ugly duck and then the swan." (David)

Naming original "First Things First" is good association practice for children. Give pupils some ideas by other children for examples—then let them tell their thoughts one by one. If words are recorded by the teacher as they're contributed, they can be mounted and used as a reading experience on charts or on bulletin boards.

5

SEEING PICTURES

—*Putting Thoughts into Words*—



Some of the grandest pictures of all are the mind pictures which we are able to see when we hear friends tell us stories of fact and fantasy.

In working with adjectives, select a familiar story such as "Goldilocks and the Three Bears" and read it to the class without showing any of the story illustrations. After reading it, ask questions which will help children to see beautiful pictures in their minds. Some chosen questions might be:

Who do you think might have seen Goldilocks when she was walking by herself in the forest?

—*child examples*—

1. "A spotted fawn peeking from behind a red raspberry bush." (Jean)
2. "A half-scared squirrel scolding from a low oak branch." (David)

If you could have met Goldilocks, how do you think she would have looked?

—child example—

1. "I think she would have looked skinny because she was out looking for food." (Bruce)

What are some things the bears might have said when they were picking berries?

—child examples—

1. "This bush is loaded. Come over here." (Jean)
2. "Could I have some now, Mother?" (Paul)

The following is a list of chosen words in correlation with the story of "Goldilocks and the Three Bears." See how many picture words the children can suggest orally as good descriptive words.

The first two are examples:

1. porridge . . . piping hot, creamy, thick
2. beds . . . feather soft, wide, cozy
3. bears . . .
4. forest . . .
5. berries . . .

Here are some other words which can be used in a word description activity. Ask the children to write at least three picture words for each listed example. Then have them share their papers with others. This will spread the flow of ideas among other class members and hopefully offer praise and encouragement.

Write adjectives or picture words to tell about each of these words:

1. cottage
2. curls
3. windows
4. baskets
5. Goldilocks

6

THE FEELING OF CHRISTMAS

—*Guiding Sensory Imagery*—

Each person sees Christmas through his own eyes—no two people have seen it exactly alike. Some see it young and some see it old. Some see it together by the fireplace and some see it all alone.

To each of us, different as we are, Christmas is a carol in our heart and thoughts of joy and remembrance of the most special birthday ever known.

Helping children recall their past Christmases in a few words makes for a pleasant class conversation time and builds awareness of the little things to look for at the newness of the holiday time. Some children will recall the chiming and the tinkling bells; others will remember the tinsel stars on the street lights; still others will describe cherry-red toy trucks and winking dolls.

The following are some guides to conversation which build up sensory imagery:

[teacher] I have heard bells.
I have heard bells . . .

1 . . . in a tower church in a faraway land.
2 . . . on a bridle of a trotting horse.
3 . . . from a sleigh on the roof.
Where have you heard bells?
[children] ____________________

[teacher] I have seen stars.
I have seen stars . . .
1 . . . in the shapes of some cookies on glass plates.
2 . . . twinkling in the velvet darkness of night.
3 . . . on the highest branch of the Christmas tree.
Where have you seen stars?
[children] ____________________

[teacher] I have tasted sugarplums.
I have tasted sugarplums . . .
1 . . . from my Christmas stocking when I was a little girl.
2 . . . from my favorite candy store.
3 . . . when my friend smiled and said, "Here, have one."
When have you tasted sugarplums?
[children] ____________________

[teacher] I have felt Christmas.
I have felt Christmas . . .
1 . . . when I walked through stores with big packages in my arms.
2 . . . when flakes of snow fall on brown shingled roofs.
3 . . . when a new top goes spinning, spinning, spinning.
When have you felt Christmas?
[children] ____________________

This poem will help the class develop a closer awareness of word pictures and the feelings that one might experience at Christmas time:

IT IS CHRISTMAS TIME

. . . time to *hear* some silver bells ring
time for listening to choir boys sing,
. . . time to *smell* an evergreen spray
and *taste* fudge in the kitchen on Christmas Eve day.

. . . time to *see* the tree being dressed
in round shiny balls that our family likes best.
. . . time to *feel* happy on Santa's hard knee
and scarcely believe that the child could be me!

M. G.

7

CHRISTMAS QUESTIONING

—Inspiring Young Writers—

There are so many things to question folks about when Christmas is nearing, questions like "What's inside that box?" and "When will Santa come?" and perhaps a hundred more.

The following are several questions to help motivate children for story writing times before the Christmas vacation:

1. If you were one of Santa's elves, what would you be doing right now?
2. If you were a Christmas tree standing undecorated and all alone, whom would you like for company?

"If I were one of
Santa's elves, I'd ——."

3. Who is Santa Claus?
4. What are some things that might have touched our Christmas tree when it lived in the forest?
5. What are some things children can do on Christmas Day?
6. What are some things adults can do on Christmas Day?
7. What are some things that can happen at the North Pole?
8. What's the difference between a candy cane and a jelly bean?
9. What are some things that are hard to understand about Christmas?
10. What is the very best thing of all about Christmas?

This is a poem to share with children about sugarplums and colored candy for Christmas or any time of year.

A SWEETEST SUGARPLUM

I am a special sprinkled sugarplum
Who's red and white and sweet,
I'm sold inside a candy shop for
Boys and girls to eat;
I live with greenish jelly beans
And bars of chocolate brown,
They buy me here on Bakery Street
. . . The sweetest spot in town.
M. G.

8

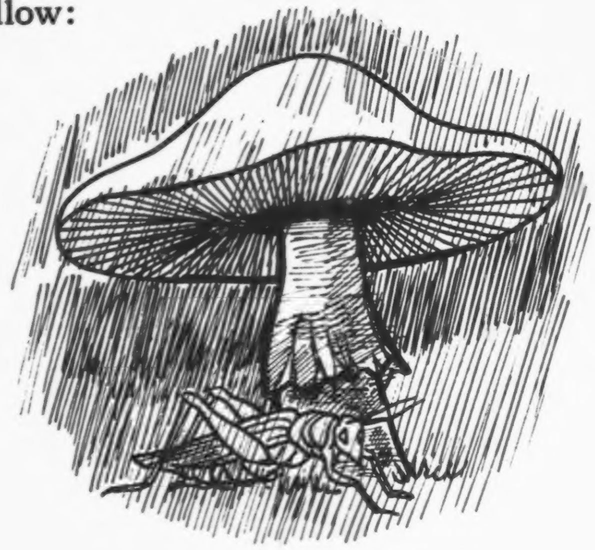
ADDING WORDS–RECEIVING THOUGHTS

—Choosing Words That Belong Together—

In our daily living, we are constantly making something new by working with various combinations of materials. If we knit, we add yarn and stitches to get a sweater. If we are handy in a kitchen, we add fruit and water to gelatin to get a dessert.

Helping children add two of their own word thoughts can provide a challenge for writing good sentences. Their sentences can be summarized through writing shortened problems and answers similar to mathematical problems, but words will be used instead of numerals.

Use storybook friends to motivate children to create original sentence thoughts of their own. Some children's samples follow:



$$\begin{array}{l} \text{a toadstool} \\ \underline{+\ \text{falling raindrops}} \\ \text{spring day} \end{array}$$

1. "If you add a runaway rabbit to a golden watch, you get Alice in Wonderland." (Phil)
2. "If you add a broken crown and a fall, you get Jack and Jill going up a hill." (Susan)
3. "If you add thick black ink to a stuck hand, you get Tar Baby." (Mark)
4. "If you add a gone-away troll to green hillsides, you get a safe meadow for the Three Billy Goats Gruff." (Linda)

After the children have added two thoughts together to make their own complete sentence, ask them to set up their words in problem and answer form. Examples of such problems and answers that boys and girls made to match their four sentences are below:

runaway rabbit
+ golden watch
Alice in Wonderland

broken crown
+ fall
Jack and Jill

black ink
+ stuck hand
Tar Baby

gone-away troll
+ green hillsides
Billy Goats Gruff

Some children may want to create sentence thoughts about other subjects such as topics of nature; then they may summarize their thoughts in problems and answers such as these:

$$\begin{array}{rl} & \text{green leaves} \\ + & \text{brown bark} \\ \hline & \text{swaying tree} \end{array} \qquad \begin{array}{rl} & \text{orange vest} \\ + & \text{hopping legs} \\ \hline & \text{chirping robin} \end{array}$$

$$\begin{array}{rl} & \text{melting snow} \\ + & \text{warm sun} \\ \hline & \text{melting icicles} \end{array} \qquad \begin{array}{rl} & \text{the clear west} \\ + & \text{a million colors} \\ \hline & \text{the setting sun} \end{array}$$

9

WORD–HAND–ME–DOWNS

—*Gaining Knowledge of Old Expressions*—

Old expressions have found their way into many stories in our basic readers and library books. Some of these common expressions used by adults, however, seem almost foreign to some children. The following are some of these words which can be introduced and explained to help children with their reading and understanding of conversations which they often hear:

—*expressions*—

Wise as an owl
Happy as a lark
Slow as a turtle
Sly as a fox
Strong as an ox
Flat as a pancake
Smooth as silk
Fast as lightning
Light as a feather
Cool as a cucumber
Proud as a peacock
Red as a beet
White as snow
High as the sky
Broad as a sail
Neat as a pin
Black as ink
Pretty as a picture
Funny as a clown
Sharp as a tack

After the children have grasped the meanings of these expressions, ask certain questions to stir their thinking.

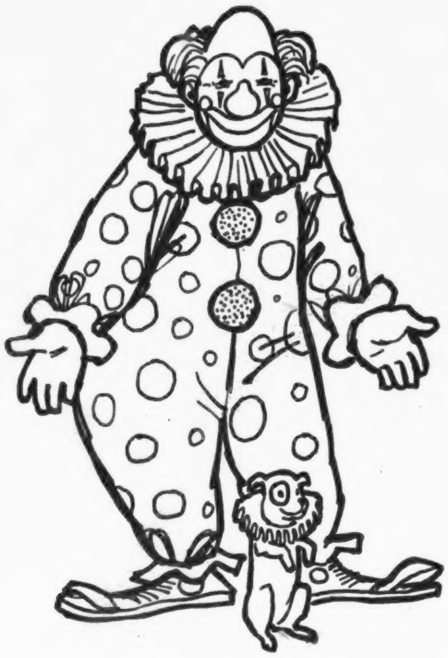
[teacher] What does it mean to feel happy as a lark?
[children] 1. "It means that I feel like a new penny." (Patty)
2. "It means that I feel like sitting down and reviewing some old songs on the piano." (Bruce)
3. "It means I feel like dancing around." (Phil)

[teacher] What does it mean to be busy as a bee?
[children] 1. "It means you keep going back and forth." (Joy)
2. "It means you get rambunctious." (Ann)
3. "It means you are like fire before it goes out." (Phil)

10

TALKING ABOUT THE CIRCUS

—Differentiating between Observation and Imagination—



It Is Circus Time

Time for the lions to stand up and roar,
Time for elephants to parade on the
floor;
Time for the monkeys to peek through
the cage,
Time for the clowns to do tricks on a
stage.

Time for some marches to be played
by a band,
Time for balloons to be held in a hand;
Time for animals to sleep on soft hay,
Time for people to be happy and gay.
It is circus time.

M. G.

The circus attracts the interest of most young children. The giant billboard circus signs found on street corners . . . on poles . . . on sides of brick buildings, and circus advertisements in the newspapers and on television . . . capture the imaginative spirit of the child.

Children can turn the pictured clowns and animals into lifelike moving performers through their imaginative abilities.

One aspect of imagination comes into being when the mind develops picture-forming power. This is the capacity which helps us to see pictures in the soft, gray clouds, in the wondrous adventures of wild geese, and in the magic miracles of ocean depths. Our imaginative powers are endless. Imagination helps us see in ordinary things some quality which is different and beyond the visual appearance that they usually seem to hold. In order that children understand this power of the imagination, teachers must help them to know the difference between observation and imagination. The following is a chart which is meant to help children understand that difference.

What People Might See at a Circus	*What People Might Imagine about a Circus*
1. A peanut shell was in the tall grass by the circus tent.	The peanut shell was the cradle for a small bug. The band inside the tent was its going-to-sleep music.
2. The popcorn was freshly popped.	The white popcorn pieces are like layers of small clouds

	which fit close together. The melted butter is like the sun rays streaming through them.
3. The pink cotton candy was being sold to many children.	Each pink cotton candy mound is like a puff of vapor from a jet at sunset time.
4. The balloons were flying over the head of a circus clown.	The floating balloons are like big colored bubbles—but more difficult to break.
5. The monkey was hanging by its brown furry tail.	A monkey's tail looks like a big brown question mark when he sways upside down from a bar in an iron cage.

Let the children make these common circus thoughts into some imaginative word pictures:

1. The elephant's trunk went this way and that.
2. A pail of water was in the lion's cage.
3. The giraffe's neck was very long.
4. The zebra has black and white stripes.

11

RIDDLES FOR SPRINGTIME

—Naming Things with Like Appearances—

Time Now for Spring

Holes are in clouds.
It's raining in town.
Umbrellas are up
And puddles are down.

Rubbers are walking.
Birds start to sing.
Flowers are popping.
It's time now for spring.
M. G.

Spring is a time for buds and dewdrops and green treetops and maybe some bears and bunnies. Gifts of the world of nature are everywhere. The following association riddles will help invite deep thoughts about the welcome wonders of a time in spring when the world is green and gay. They will help children to distinguish between seasonal words in an experience that they can observe as they live in the season of spring. Springtime riddles help children to enlarge their spring vocabularies. Form some of these riddles by using the phrase, "It must be a. . . ."

—*riddles*—

1. It's like a crystal clear polka dot with a curl on its top.
   It must be a ________. (raindrop)
2. It looks like a tiny golden sun lying on the green grass.
   It must be a ________. (dandelion)
3. It's like a big paper diamond flying over my head on a string.
   It must be a ________. (kite)
4. It wears orange looking rubbers and never has to take them off.
   It must be a ________. (duck)
5. It's like a cup with no handle on a green soda straw.
   It must be a ________. (tulip)
6. It's like a big fan blowing cool air in from northern places.
   It must be the ________. (wind)

7. They look like big puffs of whipped cream floating across the sky.
   They must be some ______. (clouds)
8. They're like small velvet slippers growing up and down on stems.
   They must be some ____________.
   (pussy willows)
9. It's like a small gray umbrella that grows out of the grass and maybe bugs sleep under it.
   It must be a ______. (mushroom)

12

CHILD SPEAKERS AND TEACHER SECRETARIES

—Putting Thoughts on a Bulletin Board—

Spring Is
Spring is rubbers and flowers
and creatures on wings,
And kites in the sky and a
million green things.
M. G.

March is waiting for springtime . . . so are the buds on the branches . . . the cubs in the caves . . . the kites in the closets. Every cocoon is waiting to open, and every toe is ready to go barefoot walking. Everything, just everything, is waiting for spring, and they all must have their reasons.

A week in spring makes a good time for teacher secretaries to collect children's thoughts. The teacher asks children some of the following questions in order to encourage oral expression. Then, the teacher becomes a secretary and takes notes of children's springtime thoughts. She should add each child's name after his personal contribution. Later, these recorded thoughts may be written with a felt pen on tagboard strips and mounted on a bulletin board. If original drawings are mounted with children's thoughts, they form a colorful spring spot which decorates a classroom's interest center.

These are some questions which invoke original thoughts for recording by the teacher:

1. Why are the frogs waiting for spring to come?
2. Why are the kites waiting for spring to come?
3. Why are the seeds waiting for spring to come?
4. Why are the raindrops waiting for spring to come?

5. Why is the wind waiting for spring to come?
6. Why is the butterfly in its cocoon waiting for spring to come?
7. Why are you waiting for spring to come?

13

MAKING THINGS SEEM ALIVE

—*For Writing and for Talking*—

PICTURES
"A picture tells a thousand words"
And maybe many more;
Depending what a person
Wants to see and what
They see it for.
M. G.

In the illustrations of children's books, an inanimate object seems more lifelike if it becomes an animated character. Boys and girls like face pictures on trees and trucks, on suns and stars, and other things. The pictures personify characters in the pages of story books.

Some well-known stories using animated characters are these:

Mike Mulligan and His Steam Shovel
by Virginia Burton
The Little Engine That Could............
by Watty Piper
Loopy................by Hardie Gramatky
The North Wind.....................a fable
Little Toot (the tug boat)................
by Hardie Gramatky

The Little House..............................
by Virginia Burton

By giving the following name words, see how many inanimate objects the children can suggest for each:

SKINNY	**BEAUTIFUL**	**CHUBBY**
TINY	**DROOPY**	**SNAPPY**
FLUFFY	**PEACEFUL**	**BUSY**
SHORTY	**BOSSY**	**SHINY**

—examples—

1. My name is Skinny. Who am I?
   The children might suggest that SKINNY could be
   a. a *toothpick* in a glass holder
   b. a *telephone pole* standing tall
   c. a *string* tied around a brown package
   d. a *soda straw* for sipping things up, up, up.
2. My name is Tiny. Who am I?
   Child examples might be
   a. a *button* with two round holes
   b. a *dewdrop* on a morning flower
   c. a *pebble* on a sandy summer beach
   d. a *seed* in a juicy red strawberry.

If children can share this experience orally, one child will surprise another with chosen objects to fit each name.

NAMES TO TELL ABOUT

1. My name is FLUFFY. I am a ______.
2. My name is SHORTY. I am a ______.
3. My name is BEAUTIFUL. I am a______.
4. My name is DROOPY. I am a ______.
5. My name is PEACEFUL. I am a ______.

etc.

Some children might choose one of the above names for the purpose of illustrating and writing a story; then, new beings will be created for the first time.

12
1
2
3
4
5
6
7
8
9
10
11

"My name is BOSSY because I keep telling the time hour after hour . . . day after day."

14

REMINDING ONE OF THIS AND THAT

—*Expressing Common Experiences*—

The wise teacher uses her children's common background of experiences as a basis for work in self-expression. When children bring their personal experience to a situation, they best enjoy their work in speaking and writing.

Children and adults are often reminded of things that look like other things. A watermelon reminds some people of a babbling brook because when we shake it, it waves and gurgles inside. The sky reminds others of a hurt eye because it also turns black and blue. Mushrooms remind us of soft topped miniature umbrellas; pussy willows, of velvet slippers; and the north wind, of a large blowing fan.

The word JUMPY may remind us of:
1 . . . the way a yo-yo acts on a string.
2 . . . "A Man on the Flying Trapeze."
3 . . . the way a lady feels when a mouse is close.

The word BUBBLY may remind us of:

1 . . . the way pop behaves in a soda straw.
2 . . . the way a wet sponge looks when it's squeezed.
3 . . . a sprinkler with little sprays oozing out.

By giving the children the following statements, one can find how well they match their thoughts in an association of ideas:

1. The word GARDEN reminds us of ________________.
2. The word MOUNTAIN reminds us of ________________.
3. The word LOUD reminds us of ________________.
4. The word FOREST reminds us of ________________.
5. The word FARM reminds us of ________________.
6. The word OCEAN reminds us of ________________. etc.

The book titled *Harold and the Purple Crayon* by Crockett Johnson is a story about a little boy who was reminded of one thing after another in a type of chain reaction. It is recommended to be read as a background for experiential writing.[1]

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[1] (New York: Harper and Row, Publishers, 1958).

15

OBSERVING CLOSELY

—*Taking Notes and Reporting Back*—

Many men have staked their claims . . . on mountains and mines . . . on plains and prairies. Each child can be a back or front yard scientist by staking his claim in his own home yard. Four wooden pegs placed about three feet apart in a square enclosure mark his claim. By watching the area for the time of a week, he discovers the world's wonders at their best. The delight of claim staking offers him a limited area in which he can record everything he sees, touches, or feels. The array of sensory objects in this small area is amazing. His notebook might read: SEEN

1 . . . four dog feet chasing cat feet towards the neighbor's house.

2 . . . sprinkles of late afternoon rain during my playtime.

3 . . . a curly crawler under a bent blade of grass.

or

4 . . . a blown-from-across-the-yard piece of paper.

How lucky the child will be who thinks of choosing to stake his claim around a tree.

He might discover everything from scratching-on-the-tree-trunk cat paws to a resting-nesting place for a spring robin.

The reporting back makes a vital morning sharing-time experience and will help the child to become both a better secretary and a scientist. He will also become more aware of a closeness between his being and the outer world.

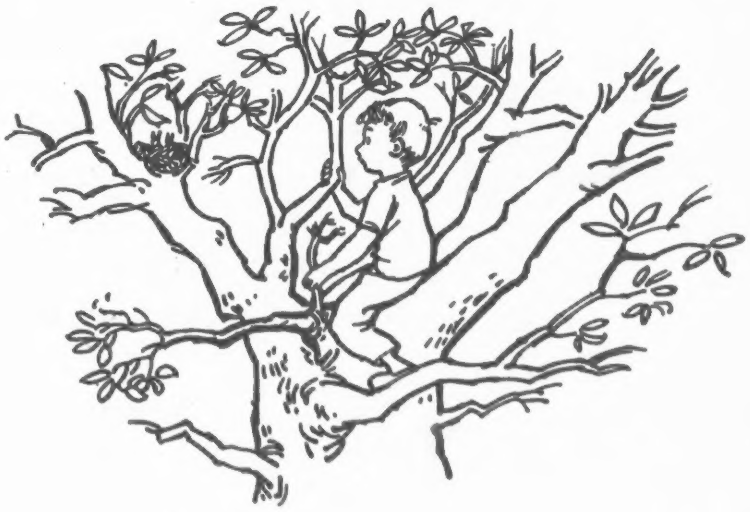
On a Certain Spot

To stake one's claim on a certain spot,
Is full of wonders . . . quite a lot;
It is a land of secret things,
Like spots on bugs and birds on wings!

And even there displayed to see,
Are mushroom rings around a tree;
Or straws and strings found at their best,
Overhead in a branch for a robin's nest.

That place holds day lights from the sky,
And there by night the moon slips by;
To stake one's claim on a certain spot,
Is full of wonders . . . quite a lot!

M. G.



16

PICTURE—AROUND—THOUGHTS

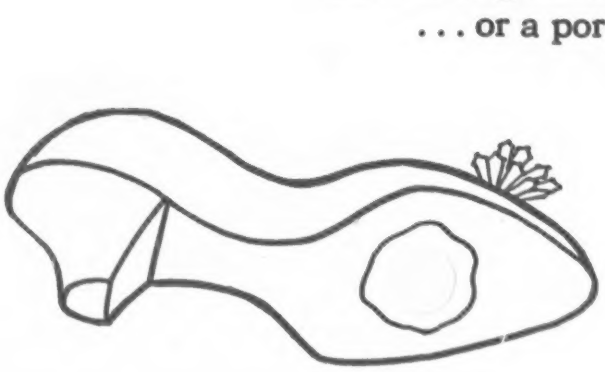
—*Correlating Art with Literature*—

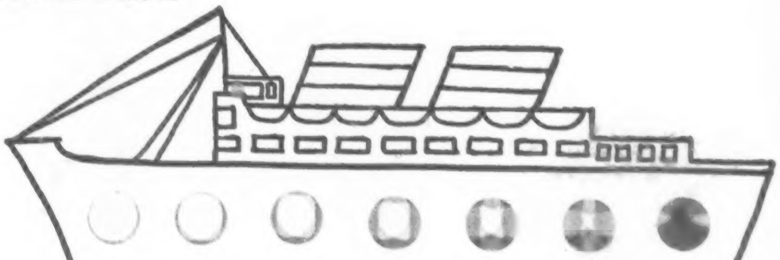
In the book, *A Hole Is to Dig*, the author Ruth Krauss recalls common things in life in the form of first definitions and shows the importance they play in our day-by-day living. For instance, a toe is defined as "Something to dance on," and a hole as "Something to dig."

When summer approaches, seashore shovels will have their special time of year. They will dig sand holes on smooth, sandy beaches, and new experiences will help to originate fresh phrases and definitions.

After reading *A Hole Is to Dig*, give each child a piece of paper with a hole cut in it. Let the children peer through the holes and decide what summer picture thought the hole brings to mind. Then let them draw a picture. It might be a picture that puts a hole in a shoe that goes walking, walking, walking, . . .

. . . or a porthole in an ocean liner.





With summer trips and travels, there will even be holes in tires going pancake flat. Creations by young artists can make an attractive pre-vacation bulletin board with the children's added words beside each picture printed.

WORD FUN

—part two—

In a story titled "Me," an explanation is given of what might have been the first word in the whole world.[1] It probably was *me*. Every time anyone wanted something he would say, "Me." If he liked or didn't like something he would say, "Me," because that's the only word there was. Soon man found a need for other words like *you* and *yes* and *no* and so on until words found their places one by one into what became a beautiful language of thousands and thousands of words—words which children of each new generation have become curious about.

This part of the book is written to help children know that a knowledge of many words is an asset in conversation and communication. It is meant to help young authors add additional words to their vocabulary in an exciting, purposeful manner. It is also meant to help children develop an awareness of unusual and descriptive words which offer more colorful speaking and writing expressions to their daily language experiences.

---

[1] William Saroyan, "Me," *Saturday Evening Post*, March 9, 1963.

Young boys and girls can often succinctly summarize their thoughts utilizing a few simple words. The guiding of this sense of summarization is the basis for the suggested work in this part of the book.

WORD FUN

—part two—

Lessons

17. UNUSUAL WORDS HAVE APPEAL
(Other Names of Well-Known Animals)
18. GROUPS AND GROUPS OF THINGS
(Words for a Book or a Bulletin Board)
19. RIGHT AT HOME
(Vocabulary Enrichment)
20. USING PICTURE WORDS
(An Experience with Adjectives)
21. A REFERENCE OF HOMONYMS
(Compiling a Class Book)
22. THE USE OF ANTONYMS
(Distinguishing between Exact Word Opposites)
23. PARTNER WORDS
(Understanding Words of Similar Meanings)
24. CHRISTMAS WORD EXCHANGE
(Enriching Vocabulary with Synonyms)

25. PEOPLE'S DIFFERENT OCCUPATIONS
    (Teaching Word Associations)
26. SPEAKING OF SPRINGTIME
    (Letting Imaginations Take Wing)
27. DEFINING CERTAIN WORDS
    (Making an Individual Dictionary)
28. GIVING THOUGHTS AWAY
    (Writing Secrets)
29. DESCRIPTIVE WORDS
    (Words for Display in the Classroom)
30. PUTTING WORDS IN ORDER OF CORRECT SIZE
    (Classifying)

17

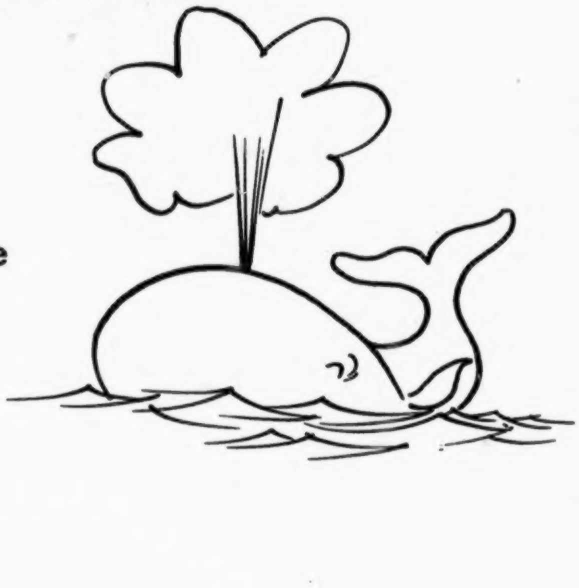
UNUSUAL WORDS HAVE APPEAL

—*Other Names of Well-Known Animals*—

Most children know the adult names for many of their animal friends, but they have not often thought about comparing the names of the young animals with the adult animals in the world around them. This activity is written to help children learn to associate names which may be partly new to them.

The following are some word names of adult birds and animals. See how many of the baby animal and bird names the children can supply orally. More difficult names are given to challenge the brighter children.

Boys and girls could be encouraged to remember these names by collecting pictures and then mounting them with printed word names on a chart, bulletin board, or in a class book.



"The young of a whale
is called a ________."

Old	*and*	*Young*
cat		kitten
cow		calf
owl		owlet
dog		pup
fox		cub
hen		chicken
bear		cub
wolf		whelp
deer		fawn
duck		duckling
frog		tadpole
goat		kid
hare		leveret
lion		cub
seal		pup
swan		cygnet
goose		gosling
horse		colt
moose		calf
sheep		lamb
tiger		cub
whale		calf
eagle		eaglet
oyster		spat
elephant		calf
kangaroo		joey

A second lesson supplies an additional experience by reversing the procedure. The teacher names young animals, and the children supply their adult word names.

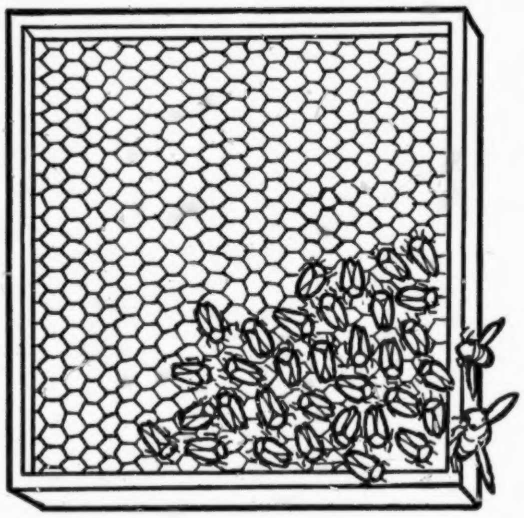
After the children can differentiate between young and old animals, ask them some questions during self-expression time which relate to animals. Record the answers of contributors. Later, mount children's animal quotations around the room or write them on the bulletin board. Children will enjoy reading words which they themselves have actually said. These are some questions for them to talk about:

What's the difference between a dog and a puppy?

1. "A dog bites and a puppy only nips." (Dave)
2. "A puppy gives off cries and a dog gives barks." (Paul)
3. "A dog knows its way around the neighborhood better than a puppy." (Scott)

What's the difference between a hen and a chicken?

1. "A hen clucks and a chick peeps." (Mark)
2. "A hen sits on eggs and chickens come out of them." (Susie)
3. "A chick is fuzzy yellow and a hen is feathered in white." (Jean)



"This hive must belong to a ________ of bees."

18

GROUPS AND GROUPS OF THINGS

—Words for a Book or a Bulletin Board—

GROUPS OF THINGS
Here are groups and groups of things—
Each with a special name;
And these I'd like to learn because
The names are not the same:
A FLOCK of *sheep*, a SWARM of *bees;*
A TRIBE of *Indians*, a GROVE of *trees;*
A HERD of *cattle*, a STRING of *pearls;*
A FLEET of *ships*, a BEVY of *girls;*
A LITTER of *pups*, a BUNDLE of *sticks;*
A BUNCH of *flowers*, a PILE of *bricks;*
A STACK of *books*, a SCHOOL of *fishes;*
A SQUAD of *soldiers*, a SET of *dishes;*
A PACK of *wolves*, a LINE of *cars;*
A CROWD of *people*, a CLUSTER of *stars.*
Ilo Orleans[1]

The late Ilo Orleans had a natural gift of teaching new words through poetry. He was talented in his ability to say so much in so few words. Many of his poems can help

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[1] Ilo Orleans, "Groups of Things," *The Instructor*, September 1958. Copyright, Friede K. Orleans, and used by her permission.

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children learn words which might be new to their vocabularies; words which children may keep as useful and lifelong presents.

The poem titled "Groups of Things" by Orleans is interesting for children to hear and for them to chant. Read the poem once and ask children to listen to the poet's words. Reread it and pause just before the underlined words. Ask the listeners to chant those words together. Read the poem the next day and see if the children can remember all of the groups.

When the poem has been read and the parts have been chanted, this quiz can be presented:

1. A group of sheep is called a
   ______________. (flock)
2. A group of bees is called a
   ______________. (swarm)
3. A group of Indians is called a
   ______________. (tribe)
4. A group of trees is called a
   ______________. (grove)
5. A group of cattle is called a
   ______________. (herd)
6. A group of pearls is called a
   ______________. (string)
7. A group of ships is called a
   ______________. (fleet)
8. A group of girls is called a
   ______________. (bevy)
9. A group of pups is called a
   ______________. (litter)

10. A group of sticks is called a
________________. (bundle)
11. A group of flowers is called a
________________. (bunch)
12. A group of bricks is called a
________________. (pile)
13. A group of books is called a
________________. (stack)
14. A group of fishes is called a
________________. (school)
15. A group of soldiers is called a
________________. (squad)
16. A group of dishes is called a
________________. (set)
17. A group of wolves is called a
________________. (pack)
18. A group of cars is called a
________________. (line)
19. A group of people is called a
________________. (crowd)
20. A group of stars is called a
________________. (cluster)

For the following day's oral sharing time, see how many pictures the children can find in magazines which concern the twenty different *groups of things* named in the poem. Children will probably wish to collect pictures for several days until they have found at least one illustration for each classification. Make a tagboard class book of the picture clippings for the class to keep together and enjoy all through the year.

19

RIGHT AT HOME

—*Vocabulary Enrichment*—

Homes

A dog lives in a *kennel;*
A pig lives in a *pen;*
A horse lives in a *stable;*
And a lion in a *den.*
A chicken lives inside a *coop;*
And a gold fish in a *bowl;*
And sheep are happy in a *fold;*
A mole inside a *hole.*
A turtle lives inside his *shell;*
A thrush lives in a *nest;*
But living in a little *house*
Appeals to me the best.
Ilo Orleans[1]

Read the above poem to the class. Reread it, stopping before the underlined words. At that point, the children will almost automatically chant the correct rhyming words.

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[1] Ilo Orleans, "Homes," in *Zoo That Grew* (New York: Henry Z. Walck, 1960). Copyright, Friede K. Orleans, and used by her permission.

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Continue by questioning the children about the homes of these animals. Some of the answers come from the poem. Others are listed to offer a challenge to the brighter children.

"A turtle's home
is not for sell,
It's his forever . . .
one hard shell."

Animal	*Home*
dog	kennel
pig	pen or sty
fox	den or lair
bird	nest
bear	cave
lion	den
mole	hole
dove	dove-cote
sheep	fold or pen
horse	stable
snail	shell
rabbit	hutch
badger	burrow
beaver	lodge
turtle	shell
chicken	coop

20

USING PICTURE WORDS

—An Experience with Adjectives—

It is fun to decorate things . . . frosting flowers on cakes . . . ribbon bows on packages . . . or mannequins in store windows.

Words are good for decoration. For example, let's take some sentences to decorate.

The fish was swimming in the brook.

(See how many words the children can use to explain how that brook looks.)

The fish was swimming in the__________ brook.

They might give examples like these:

clear water brook
babbling brook
gurgling brook
ice cold brook

These are some other sentences which they might decorate:

1. The wagon rolled down the *hill.*
   The wagon rolled down the
   ________________ hill.
   (bumpy, sandy, dusty, steep hill)

2. The flowers grew in the *garden*.
The flowers grew in the
________________ garden.

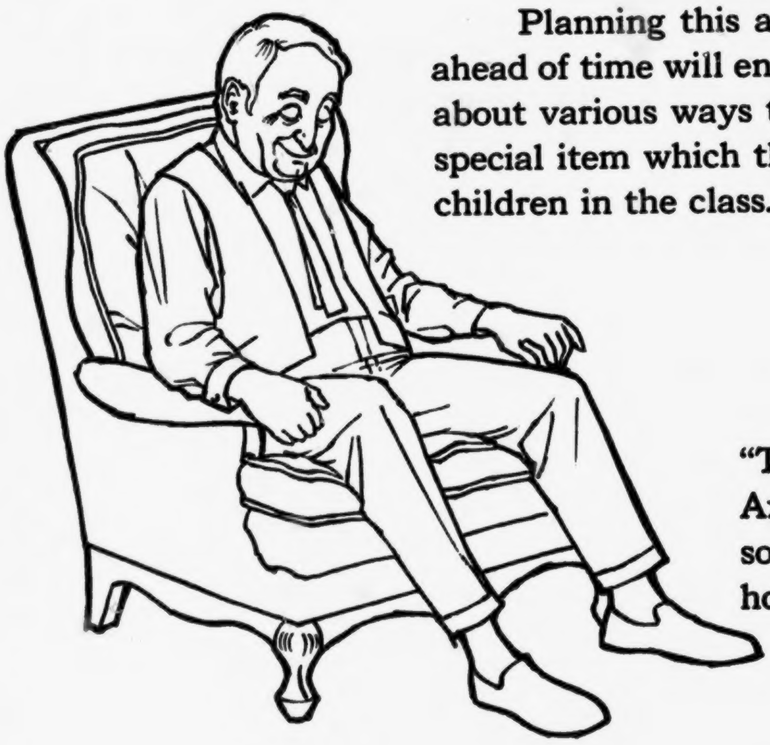
3. Uncle Axel sat on the *chair*.
Uncle Axel sat on the
________________ chair.

4. We all live on the world.
We all live on the
________________ world.

Sentences written by children in correlation with story time, discussions of poems, or in unit studies are natural spots for work with picture words. A morning sharing time can be an excellent time for letting children describe their item by using picture words.

1. "This is my *roly-poly* doll."
2. "This is my *warm, fuzzy* sweater."
3. "This is my *slow crawling* turtle."

Planning this activity with the children ahead of time will encourage children to think about various ways they might describe their special item which they will share with other children in the class.



"This is the chair Uncle Axel sat on. Can you name some words that explain how this chair might feel?"

21

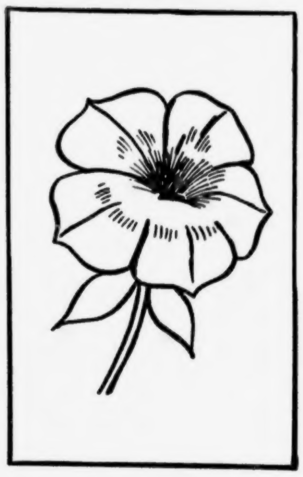
A REFERENCE TO HOMONYMS

—Compiling a Class Book—

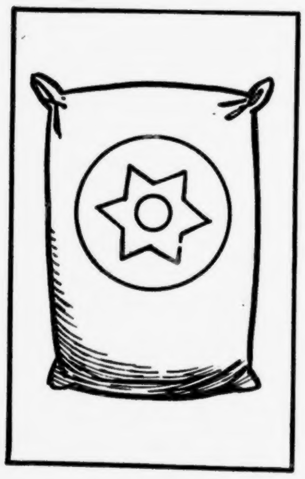
Why is it that the sweet flower in a vase is spelled *flower,* but the flour used in bread is spelled *flour?* This spelling problem may very well confuse children.

Children enjoy having a homonym word list of their own when quick reference is needed. They may wish to participate in making a class book illustrating the words that follow. Thus it will become a good resource to be used as a class reference when they need to know about the spelling of confusing words which sound alike. Each child who wishes to contribute a page folds a sheet in two and illustrates his chosen homonym words.

A one page illustration may look similar to this one:



flower



flour

—homonyms—

bear	bare	in	inn	right	write
boy	buoy	I	eye	red	read
blue	blew	know	no	rose	rows
bee	be	knew	new	sun	son
beat	beet	led	lead	sew	sow
cereal	serial	made	maid	seen	scene
deer	dear	night	knight	scent	cent
eight	ate	meat	meet	see	sea
flower	flour	mail	male	steal	steel
four	for	not	knot	two	to
fir	fur	our	hour	their	there
grown	groan	pail	pale	week	weak
hole	whole	pear	pair	wee	we
hair	hare	piece	peace	wrap	rap
him	hymn	rain	reign	way	weigh
hear	here	rode	road	would	wood

The book titled *Word Twins* by Mary Sue White is a most useful book of homonyms to correlate with this activity.[1]

For self-expression time, create questions from the list above. These are some examples of answers from third grade children:

What is the difference between fur and fir?

(Put the two words on the board for the children to see.)

—examples—

1. "One comes from an animal and the other comes from a seed." (Barby)

---

[1] Mary Sue White, *Word Twins* (Nashville, Tenn.: Abingdon Press, 1961).

2. "One is what your Mother is dying to get and the other one is what you put a silver star on at Christmas time." (Yvonne)

What is the difference between blue and blew?

—examples—

1. "One is a new crayon in your color box and the other is when a summer storm comes howling in." (Henry)
2. "One is what the wind did to my kite and the other is the way the sky looked behind it." (John)

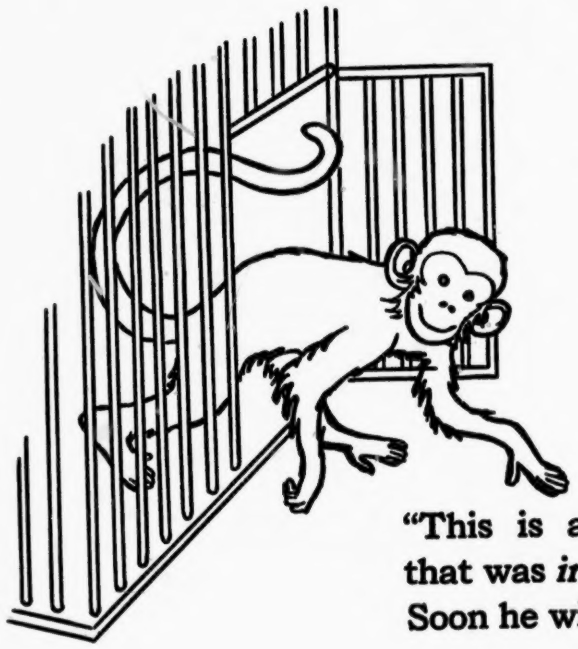
22
THE USE OF ANTONYMS

—Distinguishing between Exact Word Opposites—

There are many words of opposite meanings. The following list contains common antonyms used by most primary grade children but not always understood by them. For example, they often think of *cool* as being opposite to *hot* instead of the more accurate antonym, *warm.* There are several other antonym twins which are often used incorrectly.

Read the first word in each row to the class. See if the children can name the correct antonym for each. This will help them become more familiar with words of opposite meanings which they will frequently meet in many situations.

above	below	city	country
always	never	clean	dirty
answer	ask	coming	going
asleep	awake	cold	hot
back	front	coarse	fine
before	after	cry	laugh
big	little	dark	light
black	white	dawn	dusk
bottom	top	day	night
break	fix	down	up
ceiling	floor	dull	shiny



"This is a monkey that was *in* the cage. Soon he will be out."

early	late
east	west
enemy	friend
fall	spring
far	near
fast	slow
fat	lean
few	many
first	last
found	lost
freeze	melt
front	back
frown	smile
give	take
glad	sorry
go	stay
ground	sky
hand	foot
happy	sad
hard	soft
high	low
in	out
large	small
left	right
listen	speak
long	short
man	woman
me	you
mend	tear
Mr.	Mrs.
narrow	wide
new	old
no	yes
noisy	quiet
north	south
nothing	something
on	off
ours	yours
over	under
play	work
pull	push
quick	slow
rough	smooth
short	tall
shout	whisper
straight	crooked
summer	winter
vertical	horizontal

Karen's Opposites, by A. and M. Provensen, a book of simple antonyms written in story form, is recommended to be read in correlation with this activity.[1]

After the children have learned the meanings of these antonyms, ask them some motivating questions during self-expression time. Answering these questions will help pupils apply what they have learned and will help them retain the understanding of these words through a meaningful activity.

---

[1] Alice and Martin Provensen, *Karen's Opposites* (New York: Golden Press, 1963).

What is the difference between noisy and quiet?

1. "One is when a balloon pops and the other one is a tiny ant crawling across the floor." (Nancy)
2. "One is when my little brother enters the house and the other one is when a deer runs through the forest." (Sandy)
3. "One is when the soldiers made a twenty-one gun salute for President Kennedy and the other one is when you said a little prayer for him." (Jean)

23

PARTNER WORDS

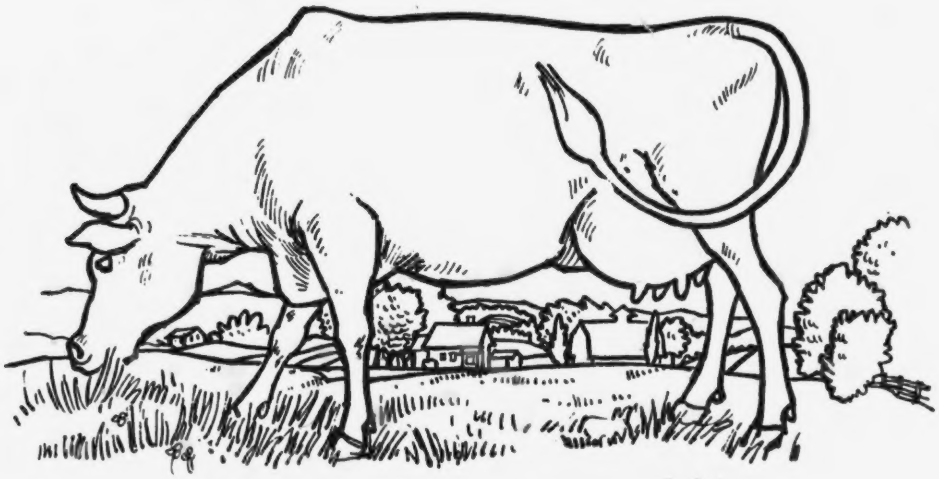
—Understanding Words of Similar Meanings—

Homonyms or partner words which have duplicate definitions are often exchanged for each other in our "talking together" times . . . Dad for Father . . . bonnet for hat . . . ground hog for woodchuck.

Teaching partner words is an excellent method of vocabulary building. These are some to build on:

"I'm thinking of a word that starts with *a* and it means the same as car. Do you know which word I'm thinking of?" . . . or "I'm thinking of a word that starts with *i* and it means the same as frosting. Do you know which word it could be?"

The following are partner words with about the same meaning. See how many the children can name by telling them only the beginning letter of the second word. As children mature, they can begin to discuss the fine difference between some of the words, i.e., artist-illustrator, company-visitors, fat-plump.



"This is where a cow might graze. It is called a m - - - - - or it sometimes is called a p - - - - - -."

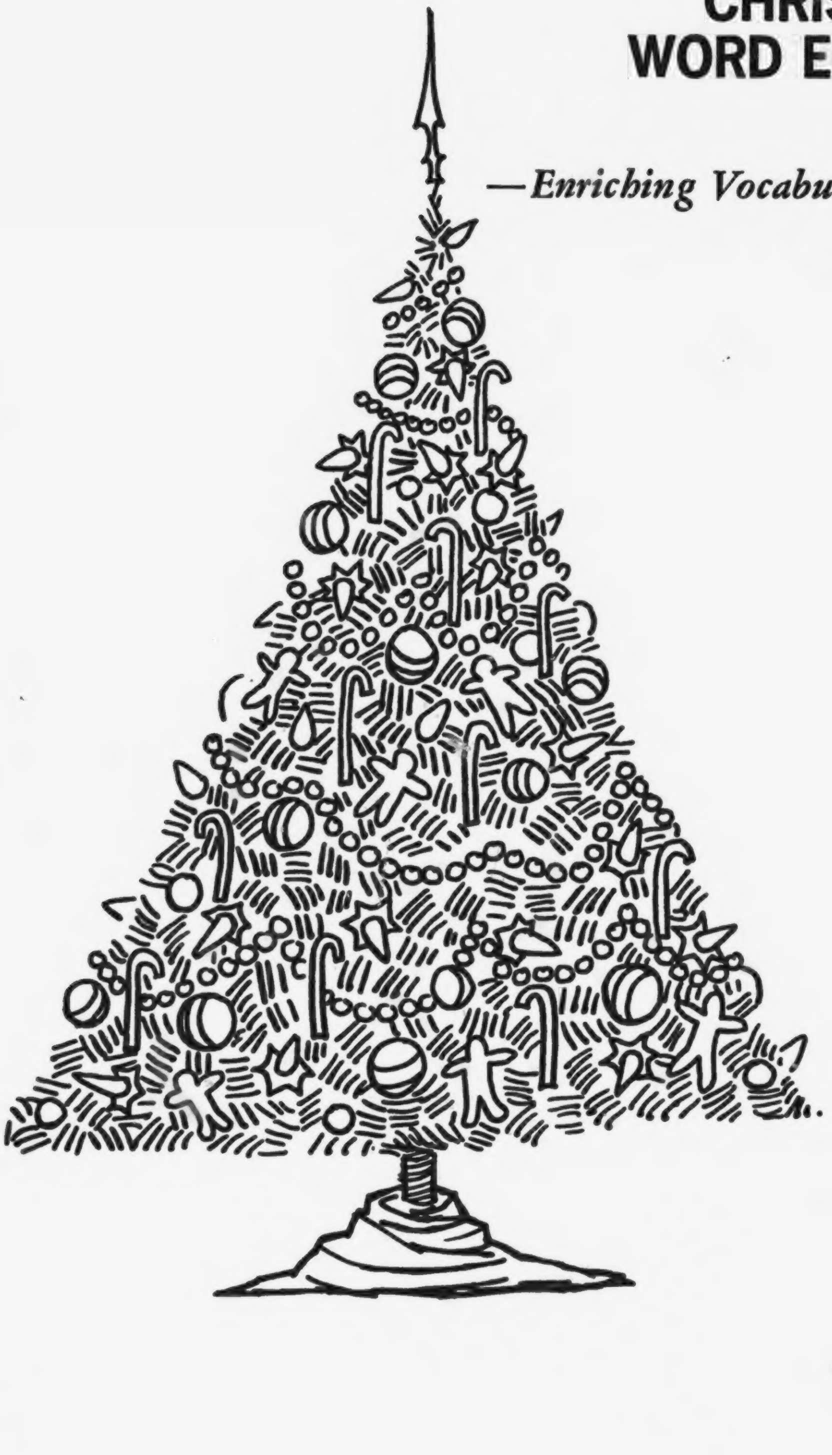
happy	gay
branch	limb
artist	illustrator
rabbit	hare
sad	unhappy
air	atmosphere
entertain	amuse
fast	swift
fierce	ferocious
present	gift
less	fewer
company	visitors
cloth	material
flute	fife
laugh	chuckle
sleepy	drowsy
earth	world
stop	quit
leaves	foliage
wiener	frankfurter
porcupine	hedgehog
wee	miniature
maybe	perhaps

finish	complete
brook	stream
argue	disagree
doctor	physician
purse	handbag
afraid	frightened
baby	infant
roof	housetop
fat	plump
umbrella	parasol
rich	wealthy
boy	lad
cry	weep
couch	davenport
cool	chilly
right	correct
disappear	vanish
good-by	farewell
sly	tricky
funny	humorous
smart	intelligent
meadow	pasture
old	elderly

24

CHRISTMAS WORD EXCHANGE

—Enriching Vocabulary with Synonyms—



In December, words about Christmas are heard everywhere, over radios and on television, on phonographs and in letters, but mostly people share them through conversation with their family and friends.

"The Christmas tree has many o - - - - - - - - on it to make it look pretty."

Read the following sentences about Christmas to your pupils. See how many longer and more difficult words of the same meaning they can exchange for each of the italicized words. The children may very well come up with many other possibilities than those in parentheses.

1. Santa looked *funny* when he came down the chimney. (humorous)
2. Boys and girls leave *lunches* for Santa Claus. (refreshments)
3. People *get* presents at Christmas time. (receive)
4. The elves are Santa's *helpers.* (assistants)
5. The Christmas tree has many *things* on it to make it pretty. (ornaments)
6. The seats in Santa's sleigh are *relaxing* to sit upon. (comfortable)
7. The elves had *small* shiny bells on their green hats. (miniature)
8. Snow *was all around* Santa's sleigh. (surrounded)
9. The Christmas tree looked *pretty* when it was decorated. (beautiful)
10. Santa *remembered* many places that he had seen before. (recognized)

Give the children an opportunity to tell their own Christmas word exchange stories using similar sentences.

25

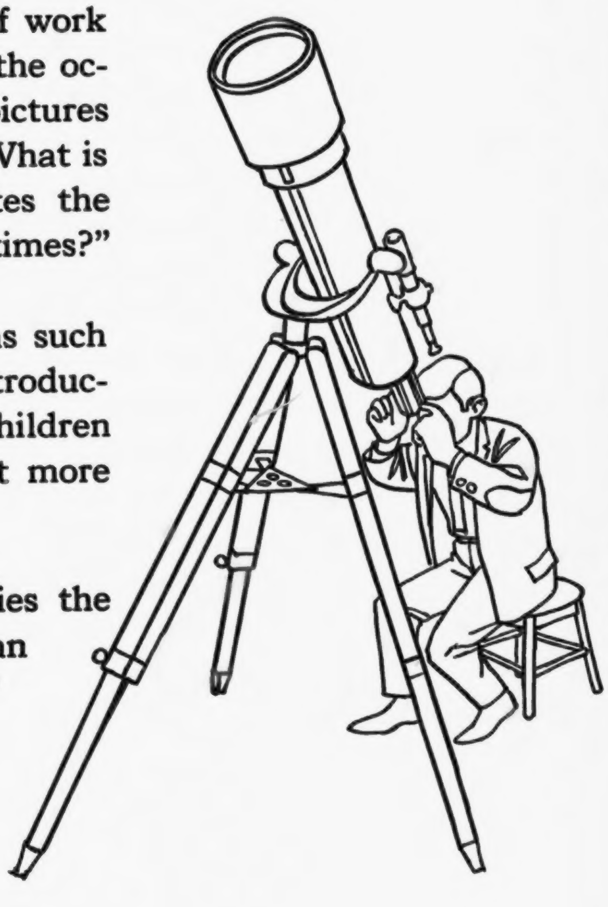
PEOPLE'S DIFFERENT OCCUPATIONS

—*Teaching Word Associations*—

The world is full of busy things . . . busy toucans eating berries in the jungle . . . busy butterflies unzipping their cocoons in springtime . . . busy people doing their work.

In teaching word associations, help children to seek words close at hand, as close as the occupations of the people they know well. Explain to them the meaning of the word *occupation* and then say, "Today let's talk about people and the different kinds of work they do to help one another. What is the occupation of someone who draws the pictures in our books?" (illustrator or artist) "What is the occupation of someone who writes the stories that we enjoy from our reading times?" (author)

Continue with lists of occupations such as the following with the purpose of introducing new words to the children. Most children know the first few, but then they get more difficult.



"One who studies the stars is called an
a - - - - - - - - -."

—*Naming Occupations*—

1 . . . one who helps people get well ....doctor, physician, etc.
2 . . . one who helps animals get well .... veterinarian
3 . . . one who acts........actor or actress
4 . . . one who writes poems.............poet
5 . . . one who draws or paints pictures ....artist or illustrator
6 . . . one who tells jokes for pay .... comedian
7 . . . one who writes stories.........author
8 . . . one who makes hats.........milliner
9 . . . one who cuts wood and makes things .... carpenter
10 . . . one who makes clothing ......tailor, dressmaker, seamstress
11 . . . one who studies the stars .... astronomer
12 . . . one who takes pictures with a camera .... photographer

Encourage children to add names of other occupations to the list. This same lesson may be repeated in order to increase children's interests in jobs and challenge pupils to be good listeners.

Even nature's smallest things have secret occupations. These animals and insects are such responsible creatures as the ladybug which keeps plants safe from harmful insects.

The following are questions to stimulate young minds and to turn imaginations to fantasy while thinking about the miracles happening just outside our doors and windows.

What are some secrets in jobs that trees might have?

"They give the cats a good place for their scratching lessons." (Linda)

What are some secrets in jobs that clouds might have?

"They must learn to ditch and duck the airplanes." (Skipper)

What are some secrets in jobs that stars might have?

"They must learn to shine in the midnight dark." (Roseanne)

What are some secrets in jobs that oceans might have?

"They like to let the slick icebergs float on their tops." (Steve)

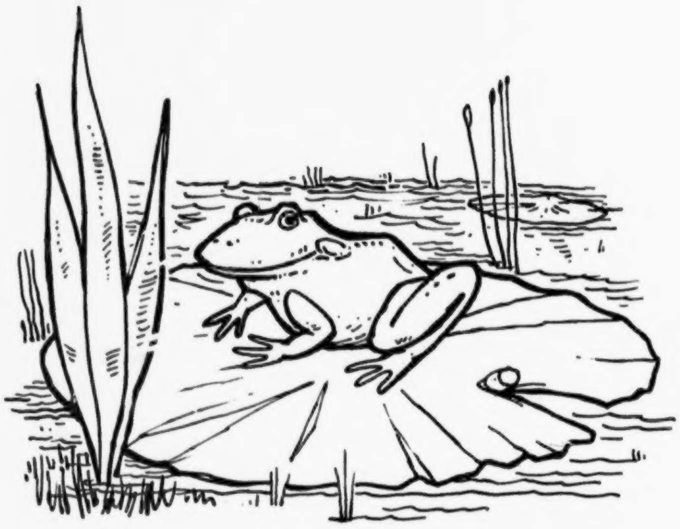
These are other fantasy occupations with child examples:

1. "An onion's occupation is to make everything cry in the garden." (Dave)
2. "A piggy bank's occupation is to get fat with good stuff." (Lorie)
3. "A dish of ice cream's occupation is to get the kids to the table on time." (Sally)

26

SPEAKING OF SPRINGTIME

—Letting Imaginations Take Wing—



"If I were a frog resting on a lily pad, I'd ________."

Many of us use the expressions, "If I were you, I'd . . ." or "What would you do if you were in my shoes?" Having children talk and write about "if I were" thoughts helps them to understand the feelings of others in an enjoyable kind of way.

When spring makes its way as a new season, children will be frog watching by the millions. Young boys and girls delight in looking for and touching things that wiggle and squirm. They will usually give good responses to "If I were a frog, I'd . . ." but they will give even better ones if something more about the frog is suggested. For instance, the teachers might suggest incomplete clauses such as the following:

1. If I were a frog resting on a lily pad, I'd ________________.
2. If I were a frog under water, I'd ________________.
3. If I were a frog in the green grass, I'd ________________.

Sometimes a teacher creates problems as these:

4. If I were a frog stuck fast in the mud, I'd ________________.
5. If I were a frog just put in a boy's pocket, I'd ________________.

The wonders of spring are full of possibilities to write and talk about. Ideas such as the following may stimulate imaginative thinking.

1. If I were a kite just going up for the first time, I'd ________________.
2. If I were a butterfly coming out of my cocoon, I'd ________________ .
3. If I were a puddle in a park, I'd ________________.

Let children make up many of their own springtime "If I were . . ." questions.

This is an "If I were" poem about springtime to read and discuss with children in a way to bring out pictures of a new season:

IF I WERE THE SPRINGTIME

If I were the springtime, I'd fly kites from a hill,
I'd wake up the bears who are sleeping and still;
I'd put rain hats on heads and rubbers on feet,
And color a rainbow curve over the street.

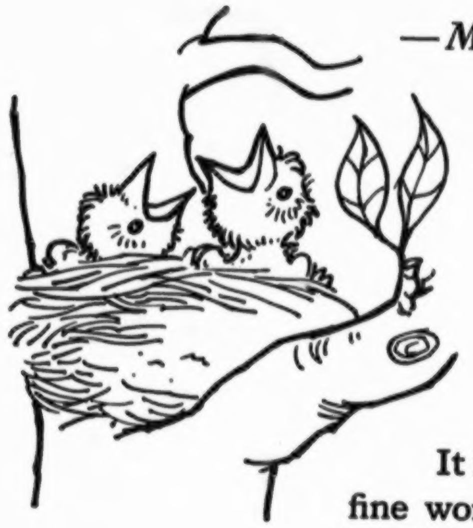
I'd melt silver ice sheets that cover the brook,
I'd petal the flowers and give frogs a green look;
I'd give orange vests to robins and help them to sing,
I'd be half the world if I were the spring.

M. G.

27

DEFINING CERTAIN WORDS

—Making an Individual Dictionary—



"A nest could be these things:

1. ________
2. ________
3. ________."

It is a good experience for children to define words. They often do excellent work in summarizing definitions in a sentence of a few simple words. This type of activity helps pupils to think of how to say things in their own way in complete sentences. At first, allow many occasions for children to listen for each other's definitions to such things as:

Question	*Examples of Child Definitions*
1. What is summer?	"It's a time when rabbits think about pulling carrots up one by one." (Gene)
2. What is a friend?	"It's a good old pal like Laurie." (Bob)
3. What is a report card?	"It's a dirty double crosser." (Don)

4. What is a kite?..
   "It's a thing that can go high if there's a good driver on its tail end." (Nancy)
5. What is a raindrop?..................................
   "It's a little water polka dot with a curl on its top." (Mark)

After children have been in school for awhile, and after they have talked a lot together, let them write their own ABC book of definitions to such things as:

What Is a ____ or an ____

a astronaut
b bubble
c cloud
d dinosaur
e elephant
f firefly
g giant
h high heel
i Indian
j jet
k key
l ladybug
m mustache
n nest
o owl
p polka dot
q queen
r ribbon
s straw
t teacher
u umbrella
v vase
w wheel
x xylophone
y yo yo
z zoo

Ruth Krauss has written an interesting book of first definitions titled, *A Hole Is to Dig.*[1] A second book written by the same author is *Open House for Butterflies.*[2] These books give children humorous definitions and encourage them to think about their own explanations of things which are close to them every day.

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[1] (New York: Harper and Row, Publishers, 1952).
[2] (New York: Harper and Row, Publishers, 1960).

28

GIVING THOUGHTS AWAY

—*Writing Secrets*—

Everyone likes secrets . . . old people and young people . . . farm people and city people.

Any time is a good time for sharing secrets. A secret can be started by the teacher. She explains to the class that the five or six or seven little folded papers in her hand are secrets which she has written to certain members of the class. In order to do this successfully, she asks the children to close their eyes and put their hands on their desks in front of them. If they feel a secret fall into their hands, they can read it right away. They must immediately put the secret in their desks or pockets so no one else will ever know it.

The secrets from a teacher say things like these:

Secret

Dear Paul, This is a picture I found in a magazine of someone you like very much. It is for you. Have fun with it.

From, Miss ___________

Secret

Dear Jim, Thanks for always taking care of the lights when we look at movies and filmstrips. It's nice to know that I always can depend on you.

From, Miss ____________

It is quite common for children to request the passing out of secrets often.

After the days have passed and everyone has received a secret, have a special little box labeled with the word *secrets* and place it on the teacher's desk. Let the children write secrets to the teacher any time they please after their work is done.

One teacher's secret box had these words on different days:

Dear Miss ____________, Please move me away from Steve. He bothers me when you're not looking.

Keith

Dear Miss ____________, I just don't get borrowing numbers. Will you help me sometime soon? PLEASE.

Love, Barby

Children often will write words which they would never say aloud. Writing secrets will help pupils to give their thoughts away free for the asking.

29

DESCRIPTIVE WORDS

—Words for Display in the Classroom—

WE ARE BUSY PEOPLE
.. busy to shake somebody's hand
.. busy to smile and talk and be grand.
.. busy to help others feel gay
.. busy to work on a wonderful day.
M. G.

How interesting people are . . . the things they say and write, the places they see and visit . . . the ways they think and the things they do.

Descriptive words explain the likenesses and differences of people. A teacher might start with these possibilities in asking children for words that describe:

These Are Ways People Can Feel . . .

These Are Ways People Can Look . . .

After listing these two groups of words, the teacher sees how many single words the children can name which might fit each group. This is a list of examples given by pupils in a third grade class.

These Are Ways People Can Feel . . .

jolly
friendly
foolish
comfortable
satisfied
funny
angry
sad
glad
merry
cold
gay
happy
delighted
grumpy
tired
sour
lazy
peppy
sleepy
drowsy
depressed

These Are Ways People Can Look . . .

little
tiny
wee
small
wrinkled
old
aged
burly
elderly
strange
odd
thin
skinny
kind
unkind
cute
beautiful
homely
handsome
attractive
proud
tall

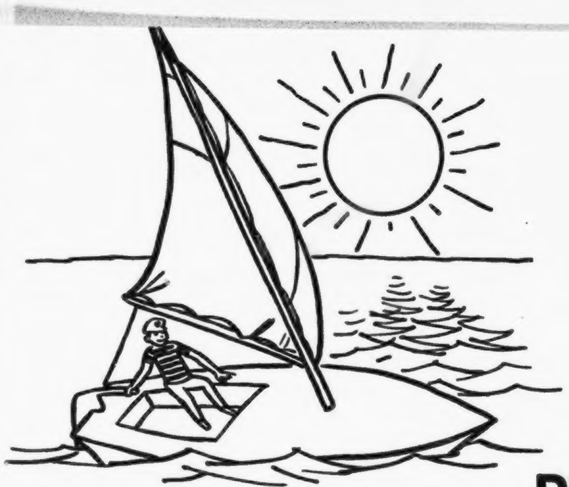
Mount the two top headings on a bulletin board with the descriptive words below them. Each day add new words as the children think of them. One child will interest another until the bulletin board will be a regular race-place of contributions. A room with words is an exciting place, a place where minds can wonder and be curious and learn.

After the children have described people in their many ways, read them this poem about people, the kind who live on your block and mine:

A NEIGHBOR IS ONE

A neighbor is one who lives on your block,
And calls you to play by the time of his clock;
He swings in your tree and skates on your walk,
And likes to play games and to whistle and talk.

A neighbor is one who says, "Come over some time!"
And trades marble balls for a nickel or dime;
He's one who will borrow. He's one who will lend,
He's a person like me. He's a pal. He's a friend.
M. G.



"The sea is larger than a ship.
The ship is larger than a sailor.
What's larger than the sailor,
ship, and sea that begins with
the letter *s?*"

30

PUTTING WORDS IN ORDER OF CORRECT SIZE

—*Classifying*—

Things often need to be put in order . . . shoes in closets, handkerchiefs in drawers . . . bracelets in boxes.

Using the following words, see how many children can arrange them in an order according to the size of the object.

Words to Classify

shoe, ship, sun, seed, snail, sailor

If correctly given, the children's word lists should read as follows:

(answers for the teacher)

1. seed (The *seed* is smaller in size than all the others.)
2. snail (The *snail* is next in size after the seed.)
3. shoe (The *shoe* is next in size after the snail.)
4. sailor (The *sailor* is next in size after the shoe.)
5. ship (The *ship* is next in size after the sailor.)

6. sun (The *sun* is larger in size than all the others.)

These are words for children to write in sequence according to the actual sizes of the individual items. The answers are indicated according to numbers which follow each word.

M		B		W	
mouse	2	banana	2	wasp	1
mountain	5	balloon	3	wagon	4
match	1	barn	6	world	6
moon	6	bug	1	weed	2
moccasin	3	boy	4	waterfall	5
mule	4	blanket	5	watermelon	3

R		T		D	
robot	4	tadpole	2	Dr. Seuss	4
rainbow	6	tent	5	dinosaur	6
razor	1	tack	1	doughnut	2
robin	2	top	3	drum	3
rabbit	3	tree	6	dime	1
rocket	5	trumpet	4	donkey	5

If children have difficulty with these classifications, print the words on individual cards and give pupils an opportunity to place their cards on a table top where they can arrange and rearrange their words according to the sequence of their size meanings.

After children have talked a bit about small seeds and the large sun indicated in the previous list, let them see how well they can recall small, tall, and big things from their daily living experiences. Examples follow.

[teacher] How small is small?
[examples] 1. SMALL as a snowflake on a fuzzy coat sleeve.
2. SMALL as the way a star looks in the nighttime sky.
3. SMALL as a keyhole under a doorknob.
[children] 4. ________________

[teacher] How tall is tall?
[examples] 1. TALL as a boy walking on wooden stilts.
2. TALL as a stepladder with at least ten steps.
3. TALL as a pole with a flag of red, white and blue.
[children] 4. ________________

[teacher] How big is big?
[examples] 1. BIG as a train waiting at the station.
2. BIG as an elephant eating circus peanuts.
3. BIG as a dinosaur in long ago days.
[children] 4. ________________

MEET THE AUTHORS

—part three—

This section of the book introduces children to some of the authors who have made stories a joy to read through the generations of time.

Several of these activities are written about the interesting lives of great authors whose stories will live on and on as long as children and books will live. They are but a hint at the change in style of how authors pen their words and show some possibilities of things which can be done in the enrichment of the teaching of literature.

The activities will enable children to make collections of well-known books and help them discover the importance in the change of versions as rewritten by others. This section will help teach a background of why some of the choice stories were actually written and grant children an opportunity to express themselves in their own way about the tales of fact and fantasy.

Helping children make feelings of "being right in the story" is a skill which some of us neglect to let happen in our teachings, but it is one which will help children learn a love for books.

Being young with books and enjoying them is an adventure in imagination and reality, in discovery and appreciation, and is a crown jewel in vocabulary growth leading children ever on to future success in adult occupations.

MEET THE AUTHORS

—part three—

Lessons

31. THE STORY OF BAMBI (Recognizing Felix Salten)
32. AN AUTHOR AND ILLUSTRATOR (Getting Acquainted with Dr. Seuss)
33. FAIRY TALES NEVER FORGOTTEN (Calling Awareness to Hans Christian Andersen)
34. LIMERICKS (Edward Lear and His Contributions)
35. NAMES IN LITERATURE (Collecting Versions of the Grimms' Fairy Tales)
36. WORDS THAT PEOPLE USE IN ENGLAND (M. Sasek Introduces Words from England)
37. THREE STORIES FOR EASTER TIME (Sharing Books by Margaret Wise Brown)

38. THE TALE OF PETER RABBIT
(Beatrix Potter's Letter That Became a Classic)

39. STORIES ABOUT FRIENDSHIP
(Appreciating Books by Joan Walsh Anglund)

40. WRITING AND TALKING ABOUT HALLOWEEN
(Suggesting Doris Van Liew Foster's Halloween Story)

41. MOTHER'S DAY ANIMAL STORIES
(Authors Can Make Special Days Seem More Important)

31

THE STORY OF BAMBI

—Recognizing Felix Salten—

During annual hunting time, children enjoy talking about their fathers' experiences in the woodlands. Then one can explain to children why wild life sometimes must be hunted. With hunting time, one thinks of colorful pheasants in the roadside ditches . . . the sounds of the wild duck in the autumn marsh . . . the brown of the deer at sunset time.

Probably no child's book has ever been written to explain the hunting time in such a vivid way as that told of in the two stories, *Bambi* and *Bambi's Children.*[1]

Following is a background of *Bambi,* written to help children appreciate the stories of *Bambi* and the richness of the author's background.

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[1] Felix Salten, *Bambi* (New York: Simon, 1928), O.P.; also (New York: Grosset and Dunlap, Inc., n.d.). *Bambi's Children,* il. ed. Allen Chaffee (New York: Random House, Inc., 1950). Since the publication of the original stories, other picture books of *Bambi* and *Bambi's Children* have been published for younger children.

Who Wrote Bambi?

Felix Salten wrote the story words of *Bambi*. Mr. Salten, who lived in the country of Austria, loved animals, especially the weak and wounded and helpless.

When Was Bambi Written?

One day in the year of 1919, Felix Salten walked into the forest near the city of Vienna with some hunters. Every one of the hunters carried guns. Salten walked with them but without a weapon. He liked to hunt with his eyes and appreciate all the beautiful birds and wild animals that roamed the woodland. How pretty and graceful they looked in their outdoor home; how helpless they were against the harmful weapons of man.

As Mr. Salten walked with the hunters that day, he thought more and more about the animals he liked so much. He wondered what they must think of people when they heard with fear the explosions of gunfire, what their feelings must be, how they must hate man.

Days came and went, and often Felix Salten walked into the woods alone and unarmed. He would see with excitement a doe and fawn near their thicket of wooden branches and twists of weeds, or squirrels clumsy-clowning around tree trunks, and furry animals half hidden in log holes. He was disappointed when they ran from him in fear. These reasons were the basis for Felix Salten's writing the story of *Bambi,* the story of a fawn's adventures in the beauty of an Austrian woodland, of Bambi's friends named Flower and Thumper, and of a pond which seemed to them like a smoothest kind of looking glass.

Who Heard the Story First?

Mr. Salten's own children heard the story of *Bambi* first. It soon was published in a book in Austria. The children in that country liked it as much as Mr. Salten's own children did. Five years later the book was printed for children in America.

For work in phrasing, ask the children to give word groups to this sentence:

Many Things Can Be Said of a Deer . . .

—*examples*—

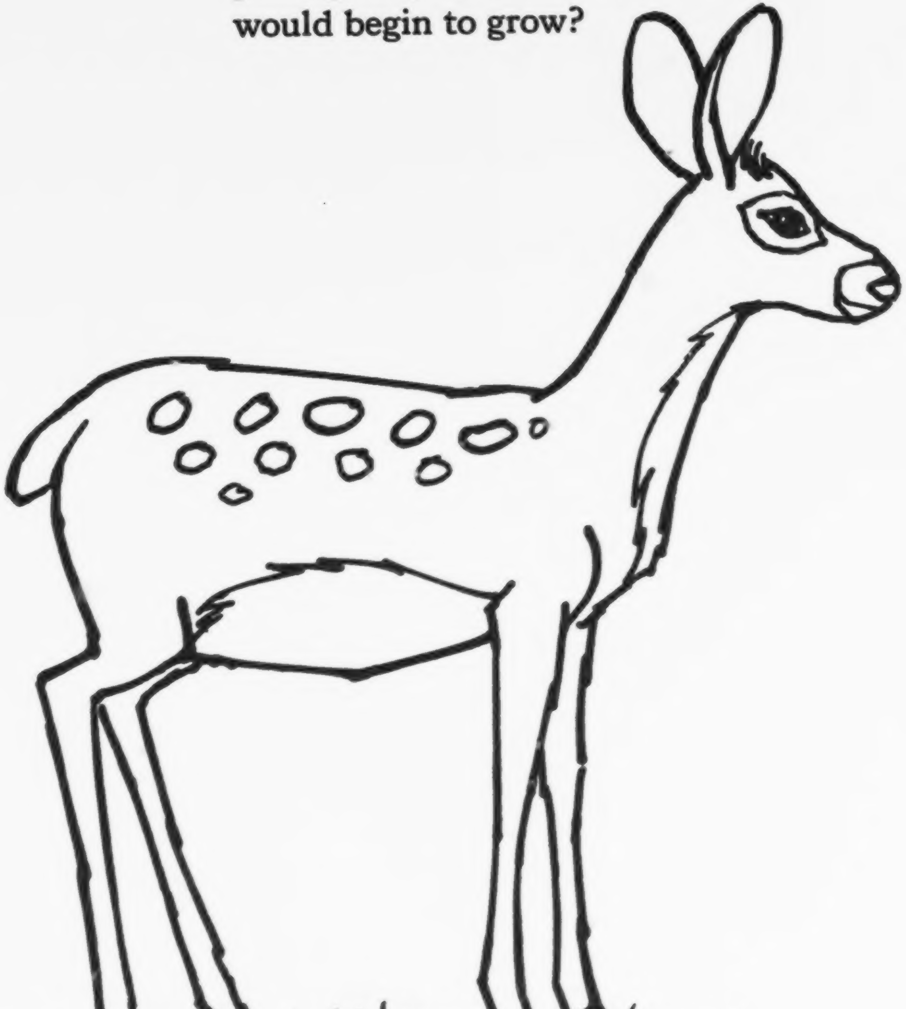
1 . . . the gracefulness of their fence leaps
2 . . . the way they graze in open fields
3 . . . the velvetness of a fawn's spotted coat
4 . . . a buck's branchy antlers
5 . . . ______________________________
6 . . . ______________________________

In reaching conclusions, ask the children to give answers (orally or written) to some of these questions:

If you were Bambi,

1. what would you like most about living in the forest?
2. where would you sleep at night?

3. what would you think when you would see the first snow fall?
4. how would you make friends with the other animals?
5. what would you think was happening to you when your spots would begin to disappear?
6. what would you think was happening to you when your antlers would begin to grow?



32

AN AUTHOR AND ILLUSTRATOR

—*Getting Acquainted with Dr. Seuss*—

Most children can distinguish a Dr. Seuss book from any other because of the colorful fun-to-look-at pictures and amusing rhyming words. His unique publications are some of the most popular children's books in our land today. Although most children know that Dr. Seuss books are page-bursting with humor, they know very little about the man with the sparkling imagination who created them.

The following is a short biography of Dr. Seuss: who he is, what he has done, and what he enjoys most. They are facts to share with the children in getting them more acquainted with the man who did such things as put green in "Oobleck" and turn ordinary fish into imaginary creatures who could live in a place like "McElligot's Pool."

Facts to Share with the Children

1. The real name of Dr. Seuss isn't Dr. Seuss at all. His real name is Theodor Suess Geisel.
2. He is both an *author* and an *illustrator.*

3. When an author changes his name for a book, we say that name is his pen name. Dr. Seuss is a pen name (a pretend or made-up name). Theodor Seuss Geisel is a real name.
4. Dr. Seuss was born in Springfield, Massachusetts, in 1904.
5. Dr. Seuss likes to travel. He has been an *amateur* mummy digger in faraway lands. His travels took him to New Zealand and Australia.
6. He lives in a tower on a mountain in California. The mountain is near the shores of the biggest ocean in the world. Dr. Seuss can look down from his tower window and see the *sea lions* playing in the waves of the ocean. They give him many ideas for his stories. He also sees whales spouting as they migrate from the Arctic to Lower California every winter.
7. The Dr. Seuss tower house is about 135 miles from Hollywood. He travels to Hollywood to make *animated* cartoons which are shown on television.
8. Dr. Seuss won an *Academy Award* for a motion picture film he made about Japan.
9. One of his first story books for boys and girls was published in 1937. He named it *And to Think That I Saw It on Mulberry Street*. It is an old book, but we are still enjoying it.
10. Dr. Seuss spends most of his time writing and illustrating books for children. That

is his occupation.

11. His books are also written in the Japanese and German languages so the boys and girls of those countries can enjoy his stories too.
12. Some of his stories are now on record. Four of his record stories are *Bartholomew and the Oobleck, Yertle the Turtle, Horton Hatches the Egg,* and *The Sneetches.*

Some activities which teachers might do with the Dr. Seuss books follow.

Give the children an opportunity to collect Dr. Seuss books from as many sources as are available. Have committees display or arrange them according to copyright dates and keep a class record listing the books in order of their publication.

To strengthen vocabularies, talk about the following words from the biography concerning Dr. Seuss which have been stated previously.

ACADEMY AWARD . . . a golden trophy given to someone for his help in making the best movies each year

AMATEUR . . . someone who enjoys doing something but does not get paid for his work (antonym—professional)

ANIMATED CARTOON . . . a group of single drawings . . . each with a slight change made to be photographed and projected on the screen

AUTHOR . . . one who writes stories

ILLUSTRATOR . . . another name for an artist . . . one who draws or paints or sketches

SEA LION . . . an animal much like a seal

The chief difference between the two animals is that a sea lion has ears which can be seen on the side of its head. It has long flippers which allow it to do acrobatic tricks. Sea lions give birth to their young on land.

Seals have small openings in the sides of their heads. They have no outer ear. They have shorter flippers than the sea lion. Sometimes they give birth to their young in the water. Baby seals can swim at birth.

33

FAIRY TALES NEVER FORGOTTEN

—Calling Awareness to
Hans Christian Andersen—

Off the shore of Denmark is a small island called Funen. Odense, one of the quaint little villages there, has red-roofed houses. Cobblestone walks extend from most doors into the narrow streets.

Odense is best known for Hans Christian Andersen, who was born there in 1805. He lived with his mother and poor shoemaker father, both of whom died when he was very young.

He was a tall, awkward lad who seemed to adults to be every bit as ugly as the "duckling" was in a story which he once wrote. He was often the object of ridicule and thus lived a sad life.

To children, Hans was their real friend. They liked being with him, to hear the tales which seemed to fairly pop from his imagination. Many of his stories were told about little glass statuettes and wood carvings which sat on window places, shelves, and tables. With his wonder of them, he would make them seem to come to life: chimney sweeps, clay ballerinas, flowers, tinder boxes, and tin soldiers.

When spring days were windy enough, Hans would fly a red kite over a favorite tree and tie it there for anchor. The kite was a flying signal to the children that Hans had a new story to tell and that he was waiting for them to come. Needless to say, the schoolmaster wasn't a bit happy with his pranks. The children did some occasional school skipping in order to be with Hans.

Odense's Fairy Tale Gardens was an inspiration place that Hans would visit time and time again. The garden was a quiet park with a few white swans, a wooden bridge, and patches of grass and flowers. Hans went there to help his dreams materialize into stories to entertain people of the whole world.

At fourteen Hans traveled to the wonderful city of Copenhagen on the Danish mainland, a place which he had heard and dreamed so much about. He is often pictured with three items on his adventures: a walking stick, a bag, and an umbrella. They are symbolic of him and can be found in the Hans Andersen Museum in Odense.

Hans gave the world many fairy tales which over three-quarters of a century later rank along with Grimms' tales as great in literature for children and adults.

Few of his tales are actually suited for the young child because of the adult-like mannerism in which they were told and written.

Some of the better Andersen tales for primary grade children are:

- "Thumbelina"
- "Simple Simon"
- "The Ugly Duckling"
- "The Little Mermaid"
- "It's Absolutely True"
- "The Emperor's New Clothes"
- "The Steadfast Tin Soldier"

The teacher should encourage children to make a class collection of Andersen fairy tales by bringing to the classroom their personal books and those from the school library. Allow time for the pupils to compare the changed versions of a chosen story.

34

LIMERICKS

—*Edward Lear and His Contributions*—

Edward Lear wrote his comical limericks in England under the reign of Queen Victoria. Although Lear did not invent limericks, he has been credited as being the greatest popularizer of them. Edward Lear was the youngest of twenty-one children. It is no wonder that he could find so much to write and draw about.

In addition to writing these five-line humorous verses, he also illustrated them. This gives the words much of their appeal. Often his drawings of people showed long noses, fat faces, and unusual-shaped heads.

It is easy for children to differentiate between a poem and a story; likewise they can distinguish between a poem and a limerick. A limerick is written in five lines. The first two and the last lines rhyme.

Children invariably enjoy hearing humorous poems, the types which really let them get acquainted with poetry in a fun way. Limericks are especially good to read at such a time. The more that children hear these funny rhymes, the more they will enjoy the word recipes which Edward Lear and others have penned in five lines.

The *Edward Lear's Nonsense to Color Book,* published by Harper and Row, is a good book to let children see when introducing his limericks.[1]

These are some of his choice limericks:

There was an old person of Ware,
Who rode on the back of a bear;
When they asked, "Does it trot?"
He said, "Certainly not.
He's my Moppsikon Floppsikon bear."

There was an old man in a tree,
Who was horribly bored by a bee;
When they said, "Does it buzz?"
He replied, "Yes, it does!
It's a regular brute of a bee!"

There was an old man with a beard,
Who said, "It is just as I feared,
Two owls and a hen
Four larks and a wren
Have all built their nests in my beard."

There was an old person of Dean,
Who dined on one pea, and one bean;
For he said, "More than that,
Would make me too fat,"
That cautious old person of Dean.

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[1] (New York: Harper and Row, Publishers, 1963).

Children like to illustrate these humorous verses. The third, "Old Man with a Beard," is one of their favorites for drawing times, and how they like to illustrate the man dining on but one pea and one bean.

The older children might want to try to write some of their own limericks, some funny and some not.

—examples—

HUNGER

There once was a mouse with some cheese
Who didn't say thank you or please,
He climbed on the shelf
And just helped himself;
He found his way there without keys!

M. G.

A BUTTERCUP

"I'm a buttercup, yellow and wee
I grow on the hill near a tree,
I live in the grass
And watch rabbits pass;
It's nice to be wild and free."

M. G.

35

NAMES IN LITERATURE

—Collecting Versions of Grimms' Fairy Tales—

In introducing the Brothers Grimm to the children, explain or read to them this short summary of facts concerning their lives—facts to help boys and girls understand the marvelous collections of tales never to grow old:

There once were two brothers, Jacob and Wilhelm Grimm, who lived in the faraway country of Germany. They had a wonderful world there because Germany is a land of mountains and stone castles and tall, pine-scented forests. They liked Germany's most beautiful forest called the Black Forest. The Grimms believed that Hansel and Gretel's lost adventures were those which happened in the Black Forest in Germany.

Jacob and Wilhelm Grimm listened to many people tell fairy tales. They wrote the stories in their notebooks as fast as folks could tell them—stories about green dragons and magic pumpkins and wee elves slipper dancing with thread and thimbles. When their notebooks grew thick with pages of fairy tale words, they decided to have their stories put into real books, and so they did. In them are some of the most enchanting stories that people of the world have ever known. Some of the few stories which they have helped us to know are these:

"Tom Thumb"
"Rumpelstiltskin"
"Hansel and Gretel"
"The Sleeping Beauty"
"The Fisherman and His Wife"
"The Shoemaker and the Elves"
"Snow White and the Seven Dwarfs"
"The Shoes Which Were Danced to Pieces"

Teaching children to collect and compare various versions of the Grimm tales helps them to build a closer awareness of translations in literature. It is a joy to hear children say, "My story of Tom Thumb is different from this one," or "The story on the record that my friend gave me for Christmas has more characters than they tell about in this book." A comment by the teacher regarding the problems of translating a foreign language into English might be of interest to the children.

In teaching, one will soon discover that often children have a great resource of picture books and records which can be a valuable asset in any classroom. Many children will have available and can contribute several different books and records of a same story. This sharing helps children to become aware of the different versions of a story. It is felt that children should not grasp the idea that all stories of Sleeping Beauty, Cinderella, Snow White, or other similar fairy tales are written identically.

After the children become acquainted with characters from the stories mentioned, some of these questions usually receive good comments from the imaginations of young boys and girls:

1. How do you think Snow White felt when all the little animals came around her when she was crying in the forest?
2. What are some things the seven dwarfs might have said about Snow White when they went off to do their day's work?
3. How do you think the seven dwarfs' cottage looked from the outside?
4. Why do you think the seven dwarfs liked Snow White so much?
5. What are some things Tom Thumb could do that we can't do?
6. What do you think the shoemaker and his wife thought when they saw the finished shoes on the bench in the morning?

One group of boys and girls dramatized "Snow White and the Seven Dwarfs." After playing it, each child wrote his feelings about playing the part of a character.

1. "I was the queen. I needled and sewed and mended Snow White's beautiful clothes." (Sharon)
2. "I was Snow White. The animals loved me very much and so did the dwarfs but my old Mother didn't love me. She made me work all the time." (Renee)
3. "I was the stepmother. I was the wickedest stepmother you ever saw and I was the owner of the most beautiful daughter in the whole kingdom." (Nancy)
4. "I was Sneezy. I had the hay fever. I went walking through the woods and every time I sneezed, I scared all the animals away and then I was so lonesome that I just went home and had some coffee." (Gene)
5. "I was the prince. I kissed the princess on the cheek. She was beautiful." (Karen)

36

WORDS THAT PEOPLE USE IN ENGLAND

—M. Sasek Introduces Words from England—

England has a lot to be proud of: its London Bridge and Big Ben clock . . . its Queen Elizabeth and the Buckingham Palace . . . and its delicious tea. The English people drink gallons and gallons of tea. Why, they even serve it with raspberry tarts in the afternoon park along the banks of the river Thames. (Explain to the children that the English pronounce it *temz.*)

Although we Americans speak and write the same language as the people of England do, we also use some words which are indeed as different to understand as words could be.

To present differences between words used in England and the United States, explain to the children that the language of people in the United States is much like that in England. Our dictionaries are much alike, and we can understand most of each other's words. However, if we would go there some time, we would read and hear some words that might seem unusual to us. Instead of *No Parking* signs, we would see signs saying *No Waiting,* which means that autos are not permitted to park in a certain space.

These are some of England's other words that seem to puzzle American people when we travel there on our overseas journeys.

	American Word	*English Word*
1.	radio	wireless
2.	rooster	cock
3.	good-by	cheerio
4.	elevator	lift
5.	mailbox	pillar box
6.	vacation	holiday
7.	policeman	bobby
8.	flashlight	torch
9.	baby buggy	pram
10.	hard candy	boiled sweet
11.	hardware store	ironmonger
12.	automobile hood	bonnet
13.	automobile trunk	boot

The book titled *This Is London* by M. Sasek is suggested as one of the best to share with the class on this topic of getting more acquainted with words used in England. In it are many descriptions of life in that country—like a happy lady pushing her baby in a covered pram, of a bobby watching street scenes, of the wonders of Piccadilly Circus, and customs that make England a proud place in which to live and a proud place to invite in visitors from everywhere.

"The Easter Bunny
has a t - - - - -
for painting eggs."

37

THREE STORIES FOR EASTER TIME

—Sharing Books by Margaret Wise Brown—

It can't be mentioned too often that a powerful vocabulary is an asset to every person. At Easter time when conversations are shared, give the children another opportunity to hear and use big words. Call them special names such as stretched-out words or high-flying words or make up your own names.

Begin by reading one of Margaret Wise Brown's Easter stories to the class. Her books excel in picture words and are inspiring and easy to build vocabularies from because of their simplicity in beautiful language. The names of her three Easter stories are:

The Golden Egg Book
The Golden Bunny
Runaway Bunny

The following sentences can be read to the class to see how many larger words of the same meanings pupils can name for each of the italicized words:

1. The Easter egg tasted *good*.
(delicious)

2. Your new bonnet looked *pretty*. (attractive, beautiful, or gorgeous)
3. The Easter Bunny was *painting* his eggs. (decorating)
4. The Easter Bunny hid some eggs in the *bush.* (thicket)
5. My brother was *pleased* with his big Easter basket. (delighted)
6. Jelly beans are like *little* soft eggs. (miniature)
7. The Easter Bunny visits children in every *town.* (village)
8. The Easter Bunny has a *talent* for painting eggs. (ability)

In order to add words to vocabularies, the larger words should be used orally by children to help the members of the class retain their meanings. In sentence eight from the above group, mention was made of the word *ability*. To help establish its meaning, ask the children this question:

> What are some abilities that animals must have?

—*examples*—

1. "A seal must have ability to balance a ball on its nose." (Wendell)
2. "A lamb must have ability to keep its wool white as snow." (Dale)
3. "A flamingo must have ability to stay pink without fading." (Bruce)

4. "A spider must have ability to spin little silver threads in corners." (Monica)

Choose other words from the sentences above and give the children an opportunity to use them in original thoughts either orally or written.

38

THE TALE OF PETER RABBIT

—Beatrix Potter's Letter
That Became a Classic—

Almost everyone knows the *Tale of Peter Rabbit* . . . of the adventure of a naughty little rabbit living in a Flopsy-Mopsy-Cottontail family . . . of a mother rabbit shopping away from home with her straw market basket . . . of berries and hiding . . . and Mr. McGregor.

Before reading this well-remembered tale to the children, give them a background of why and how it was written. The story goes like this:

Beatrix Potter lived in England with her parents, who never allowed her to attend school. She was shy with adults but found it easy to converse with children. They seemed to enjoy her as well. This was probably because she told them the amusing antics of her furry rabbit and other pets. Along with telling her tales, she also made illustrations to match her own original thoughts.

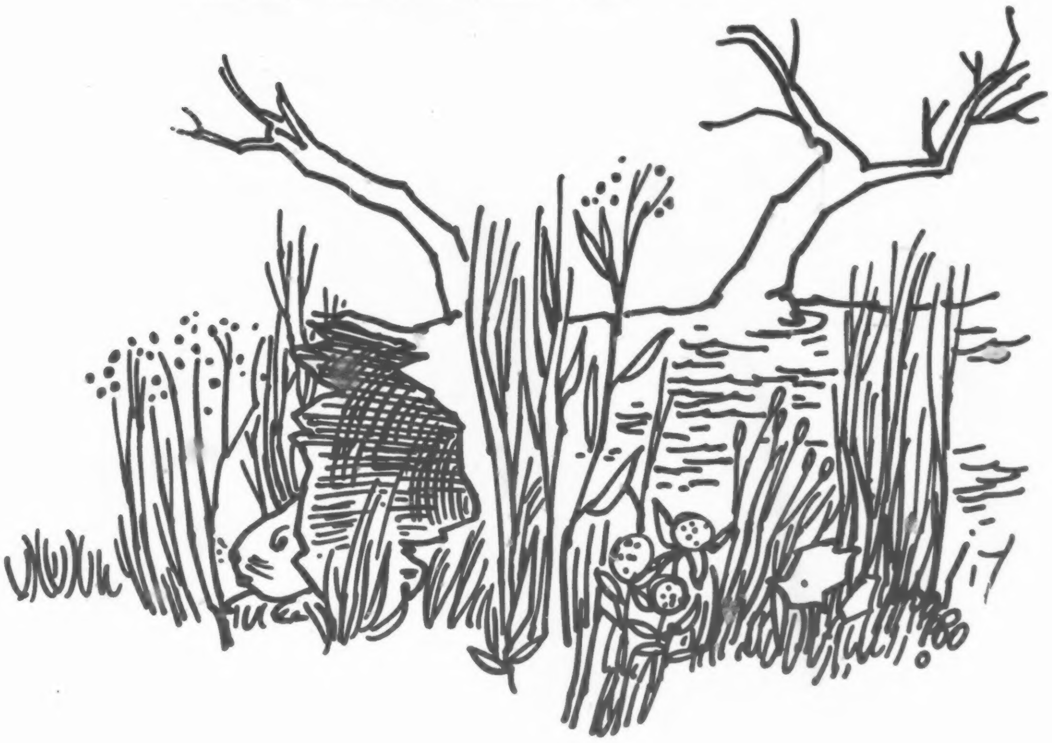
Her favorite child friend was a little five-year-old boy named Noël Moore. He would usually beg for more and more of her tales.

In the spring of 1893, Noël was taken ill. Beatrix told him stories and promised to come again and again. She returned on many occasions. One day Beatrix told Noël that she couldn't come again for a long time. Noël began to cry. Beatrix explained that she was going to Scotland with her father for the summer months but she would write long letters with pictures.

True to her word, Miss Potter faithfully wrote to Noël. In late summer, just before her return home she decided to write a last letter, a letter telling Noël that she would soon return. After deciding to write, she found that she couldn't think of a thing to write, and then her thoughts turned to her fluffy rabbit named Peter. She took her pencil and began writing the words

"My Dear Noël:

Once upon a time there were four little rabbits, whose names were . . ."



and that is how the story of Peter Rabbit came to be.

Noël dearly loved the book, and it was through that love that Beatrix decided to have it published. Because the manuscript was rejected by several publishers, Miss Potter saved enough of her own money to publish it herself. The book was small and was originally published with black-and-white illustrations. After the tale became really popular, an interested publisher accepted the book and printed it in color.

The story has always remained a favorite with children, especially during the days preceding Easter time. After reading it, ask the pupils questions to stir imaginations. Good responses might come from any one of these questions:

1. How do you think Flopsy, Mopsy, and Cottontail cleaned their paws after they picked berries?
2. What do you think Mother Rabbit bought to put in her big straw market basket?
3. Where do you think Mother Rabbit went shopping?
4. What kind of man do you think Mr. McGregor was?
5. What would you do if you were a farmer and you saw a rabbit near the cabbage plants in your garden?

39

STORIES ABOUT FRIENDSHIP

—Appreciating Books by Joan Walsh Anglund—

Two of the simplest and most charming stories written about friendship for young children are Joan Walsh Anglund's *Love Is a Special Way of Feeling* and *A Friend Is Someone Who Likes You.* They present simple definitions of love and friendship written to interest both the small child and the adult.

Read the books at different times, and then ask various children to write or tell in a sentence or two their own definitions of love or friendship.

This poem titled "Friends" by Anne Blackwell Payne closely correlates with the Anglund books and can be read to help boys and girls appreciate good friends and good literature.

FRIENDS

A friend is a person or something
That likes you. Who knows?
It may be a child or a kitten,
A grownup, a bird or a rose.

Tree friends will give you shadows
And a lovely place to swing;
Or crooked limbs for climbing,
Or blossoms to smell in the spring.

A breeze is a friend, and a lake is,
It invites you to cool your toes;
And a little wind will fan you,
And carry a scent to your nose.

So you never need to be lonely,
Just look for a simple clue:
There is always something or someone
Who wants to be friends with you.

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Some teachers might wish to utilize the following little quiz game about book characters:

Good Friends

1. Who were Cinderella's best friends? .... her godmother, the prince
2. Who were Snow White's best friends? .... the seven dwarfs
3. Who were Bambi's best friends? .... Flower and Thumper

4. Who were Tinker Bell's best friends?...... Peter Pan and Wendy
5. Who were the Shoemaker's best friends? the elves
6. Who was the Ugly Duckling's best friend? the swan
7. Who was Wynken and Blynken's best friend? ....Nod
8. Who was the Crooked Man's best friend? the Crooked Cat
9. Who was Margery Daw's best friend? .... Jack
10. Who was Mary's best friend?................ her little lamb

Also, pupils might be interested in playing the following quiz game about literature characters who were not good friends.

Not Such Good Friends

1. The Three Little Pigs didn't care for...... the Big Bad Wolf
2. Cinderella didn't care for...................... her stepmother and stepsisters
3. Little Miss Muffet didn't care for............ the spider
4. Jack (from the beanstalk) didn't care for the giant
5. Peter Rabbit didn't care for...................... Mr. McGregor
6. Little Red Riding Hood didn't care for.... the wolf
7. Thumbelina didn't care for........the toad

8. The Queen of Hearts didn't care for........ the Knave of Hearts
9. Black Sambo didn't care for....the tigers
10. The Three Billy Goats Gruff didn't care for .... the troll

Many children will be able to add to the above lists numerous other storybook characters who were friends.

40

WRITING AND TALKING ABOUT HALLOWEEN

—Suggesting Doris Van Liew Foster's Halloween Book—

"What Is Halloween?" is a story which presents word pictures of colorful characters to arouse sensory imagery in the minds of boys and girls. It is meant to be read in correlation with a second story which is named later.

What Is Halloween?

Halloween is an autumn time of orange and black. It is an orange pumpkin face smiling with lights on the sill of a window . . . and a black cat arching his back high on a fence.

Halloween is pretend witches and ghosts and goblins.

It is bags of candy and doorbell buzzes and the smell of rough popcorn balls.

It's the scratchy feeling of a scarecrow standing in the garden and sometimes the curious feeling about an owl in an oak tree.

Halloween is sounds . . . trick and treat sounds and . . . broom sweeping sounds and . . . sometimes the sounds of flying bat wings.

It is a time when some houses look cozy because the lights are low.

Halloween is special because friends get together and they pretend and have a wonderful time.

M. G.

After reading "What Is Halloween?" have the children classify words from the story that tell things which can be seen, heard, felt, or smelled.

In guiding self-expression, ask children questions concerning the story characters which can be written or discussed. These are some possibilities:

Why wouldn't you want to be a scarecrow?

—examples—

1. "I'd be made of straw and wouldn't have a heart." (Ann)
2. "I wouldn't want to scare my bird friends away." (Phil)
3. "I couldn't dance and be happy." (Phil)
4. "I'd be an old pole with no brains on my top." (Gene)
5. "My jacket would blow back and forth and people would think I was enchanted." (Kathy)

These are other questions that children give nice responses to:

> Why wouldn't you want to be a black cat?
> Why wouldn't you want to be a witch?
> Why wouldn't you want to be a ghost?
> Why wouldn't you want to be an owl?

Several of the characters written about in "What Is Halloween?" are also told about in a different Halloween story titled *Tell Me, Mr. Owl,* written by Doris Van Liew Foster.[2] It is enjoyed because a little boy from a house and an old owl from an oak tree ask each other interesting questions about scary friends all around the yard and neighborhood. It is delightful to read to the class during the gayety and excitement of Halloween time.

Some rhymes follow for the teacher to read to the children about Halloween and are for children to chant the italicized words to. (They will only to able to know the correct rhyming words at the end of the second lines by carefully listening to the first lines of each rhyme.)

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[2] Doris Van Liew Foster, *Tell Me, Mr. Owl* (New York: Lothrop, Lee & Shepard Company, 1957).

A Halloween Rhyme Quiz

1. If I were a ghost, I'd be very white,
   I'd float over yards on Halloween *night*.
2. If I were a scarecrow, I'd lean on a hoe,
   I'd guard every plant in my green garden *row*.
3. If I were a cat, I'd hump up my back,
   I'd have shining eyes and a soft coat of *black*.
4. If I were an owl in an old wooden tree,
   I'd say, "Whooooooo" once or twice so my friends would hear *me*.
5. If I were a pumpkin in a crisp garden place,
   I'd want someone to carve on me, a nice smiling *face*.
6. If I were a garden, I'd grow pumpkins of gold,
   Some would be saved and some would be *sold*.

41

MOTHER'S DAY ANIMAL STORIES

—Authors Can Make Special Days Seem More Important—

Before Mother's Day, well-written stories can be chosen for story time concerning little animals and their big mothers. In two of the following listed stories, some mother animals give their small ones good advice and practical lessons. These two selected stories are *Timid Timothy,* written by Gweneira Williams (a cat and kitten story),[1] and *Wait Till the Moon Is Full,* written by Margaret Wise Brown (a baby and mother raccoon story).[2]

Follow the readings of the story (or stories) by telling the children that you have a game in which they are to answer the questions orally. Explain that you will give them names of some baby animals and ask them to tell you the names of the mother animals. (Among several hundred children in the primary grades, not one child could name all the mother animal words correctly.) This is a good game to review several times during the year. These names are indeed a challenge to bright children and one they usually enjoy.

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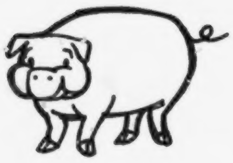
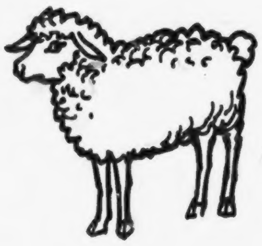
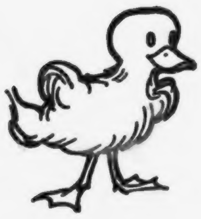
[1] (New York: William R. Scott, Inc., 1958).

[2] (New York: Harper and Row, Publishers, 1948).

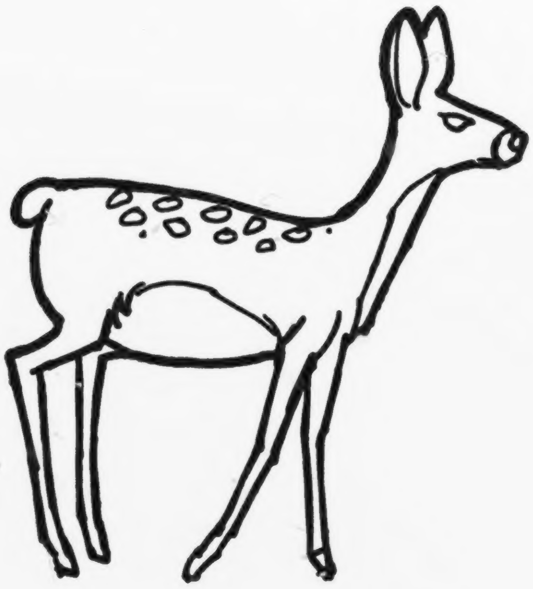


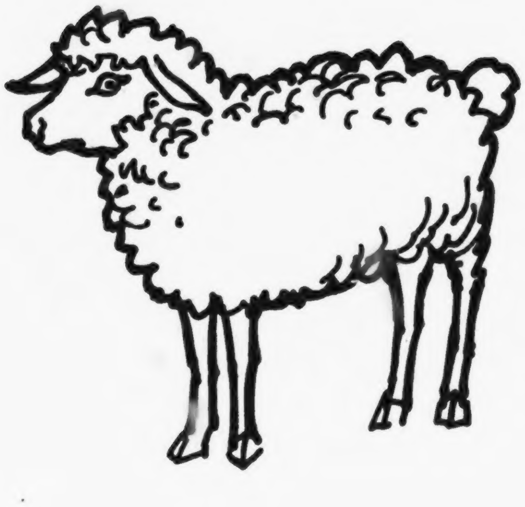
The Baby Animal (as given by the teacher	*The Mother Animal* (to be named by the children)
fox	vixen
ant	queen
pig	sow
rat	doe
bee	queen
seal	cow
lamb	ewe
hare	doe
swan	pen
lion	lioness
fawn	doe
bear	she-bear
moose	cow
whale	cow
horse	mare
tiger	tigress
donkey	jenny
leopard	leopardess
sparrow	hen
lobster	hen
gosling	goose
chicken	hen
elephant	cow
duckling	duck





pheasant	hen
sea lion	cow
tortoise	cow
reindeer	doe





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